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ABSTRACT

A compendium of innovative approaches, practical ideas, and notable programs devised by colleges and universities to provide or improve educational and career opportunities for physically, mentally, and developmentally disabled persons is presented. The examples describe what 166 colleges and universities have done to serve handicapped students, how they did it, and what the results were. Ideas are presented on the following areas: orienting disabled students to campus, delivering education to homebound students, establishing support services for disabled students, training personnel to work with disabled persons, adapting technical training for disabled students, increasing awareness about disabilities on campus and in the community, assisting disabled students prepare for employment, promoting recreational programs for disabled students, adopting technology to serve disabled students, forming disabled student organizations, exchanging program ideas among institutions, and raising funds to provide education to disabled students. An alphabetical listing by institutions of the 166 nominated programs are appended, along with principal contact name, address, and phone number. Summary descriptions of programs, approaches, and results for institutions that received certificates of achievement, information on special awards of computer equipment to create new careers for disabled persons, and information on special awards of $15,000 grants to advance employment of disabled persons also are appended. (SW)

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Educational Opportunities for Handicapped Students

1981 Idea Handbook for Colleges and Universities

S.G. Tickton, W.A. Kinder, A.S. Foley

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A compendium of innovative approaches, practical ideas, and notable programs devised by colleges and universities to provide or improve educational and career opportunities for physically, mentally, and developmentally disabled persons.

HE 014 521

Prepared in recognition of UNESCO's
International Year of Disabled Persons

Academy for Educational Development
Washington, D.C.

September 1981

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■ A grant by the Claude Worthington Benedum Foundation enabled the Academy for Educational Development to gather the information and publish this handbook, and to distribute 6,000 free copies to college and university administrators and other persons who might, as a result, help further advance educational and career opportunities for handicapped persons.

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Additional copies of the handbook are available at cost ($5/copy, prepaid).

Contents

Preface i

Introduction v

CHAPTER: 1 Ideas on Orienting Disabled Students to Campus Life 1

2 Ideas on Delivering Education to Homebound Students 5

3 Ideas on Establishing Support Services for Disabled Students 9

4 Ideas on Training Personnel to Work with Disabled Persons 15

5 Ideas on Adapting Technical Training for Disabled Students 19

6 Ideas on Increasing Awareness about Disabilities on Campus and in the Community 23

7 Ideas on Assisting Disabled Students Prepare for Employment 27

8 Ideas on Promoting Recreational Programs for Disabled Students 33

9 Ideas on Adopting Technology to Serve Disabled Students 37

CHAPTER: 10 **Ideas on Forming Disabled Student Organizations** 41

11 **Ideas on Exchanging Program Ideas Among Institutions** 45

12 **Ideas on Raising Funds to Provide Education to Disabled Students** 49

APPENDIX: A **The 166 Nominated Programs (alphabetical by institution with principal contact name, address, and phone number)** 53

B **Certificate of Achievement Recipients** 101

C **Special Award of Computer Equipment to Create New Careers for Disabled Persons** 113

D **Special Award of $15,000 Grants to Advance Employment of Disabled Persons** 115

Index 118

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Preface

No change in higher education over the past thirty years has been more astounding—nor more heartening—than the change evident in the enrollment of handicapped students. Before World War II, postsecondary educational opportunities for severely disabled adults were so rare that only the most highly motivated blind, deaf, or mobility-impaired individuals obtained a college education, and then only with extensive, long-term assistance from a few dedicated missionary individuals physicians, teachers, parents, and lay volunteers.

Key events since then—the "GI Bill" combined with extensive efforts to rehabilitate disabled veterans, and eventually the Rehabilitation Act of 1973—have gradually unfolded a large scale awakening to the possible, and a concern for the moral and legal rights of disabled persons. Today, literally hundreds of schools, colleges, universities, and technical institutes enroll many thousands of students with handicaps ranging from the mildest to the most severe kinds of disabilities.

The regular presence of handicapped students on college campuses in the 1980s is a greater achievement than might have been expected by even the most visionary leaders in the rehabilitation and education of disabled persons in the 1940s and 1950s.

Still, however, *most colleges and universities today are unprepared to fully serve handicapped students.* Educators and managers at colleges and universities across the country are challenged to find possible ways and innovative ideas for extending educational opportunities to disabled persons. It is no small challenge, inasmuch as programs for disabled students can be expensive, typically requiring special services and specialized equipment, adaptive devices, and aids; and modifications of academic programs, student services, administrative procedures, ancillary services, and physical facilities. Such a challenge calls for innovative solutions.

It is against this background, and in commemoration of UNESCO's International Year of Disabled Persons, that the Academy for Educational Development asked the Claude Worthington Benedum Foundation in Pittsburgh to fund a study of the current efforts and innovative programs and approaches of the nation's postsecondary institutions to serve handicapped students, and to produce this handbook.

The foundation agreed and the Academy launched its study in the Fall of 1980 by asking the leaders and persons knowledgeable in rehabilita-

tion, education, and training of disabled persons to nominate postsecondary educational institutions having notable programs and services for handicapped students. More than 300 institutions were identified and each was asked to complete a brief entry form and send supplementary information about the innovative approaches and ideas used to establish programs and services for disabled students.

To give recognition to the most noteworthy efforts, if only in a modest fashion, the Academy decided to award Certificates of Achievement to twelve of the institutions submitting information, and convened a panel of knowledgeable leaders in education and rehabilitation who reviewed the programs and selected the twelve institutions which were awarded the Certificates. The programs of these twelve institutions are described in Appendix B. The members of the panel were:

John Brademas, President
New York University; former
member, Education and Labor Committee
U.S. House of Representatives

Alvin C. Eurich, President
Academy for Educational Development
(Panel Chairman)

James Perkins, President
International Council for Educational Development

Richard Rose, President
Rochester Institute of Technology

Howard A. Rusk
Distinguished University Professor
New York University's Institute of Rehabilitative Medicine

The Academy also called upon a number of leading experts in the field of services for handicapped persons to assist its staff in reviewing and screening the programs, and establishing guidelines and criteria for judging outstanding programs. The persons assisting in this manner were:

Alfred H. DeGraff, Representative
Association on Handicapped Student Service
Programs in Postsecondary Education (AHSSPPE)

Rhona Hartman, Coordinator
Higher Education and the Handicapped
(HEATH) Resource Center

David D. Johnson, former Director,
Division of Student Services
Office of Postsecondary Education
U.S. Department of Education

Edwin W. Martin, former Assistant Secretary
Special Education and Rehabilitative Services
U.S. Department of Education

Martha R. Redden, Director
Project on the Handicapped and Science
American Association for the Advancement of Science

Two additional events developed out of this project: 1) The Hewlett-Packard Company offered some $10,000 worth of computer equipment to be given to one of the institutions receiving a Certificate of Achievement to be used to develop new careers for disabled persons in the field of electronic test and measurement, and 2) the Benedum Foundation provided additional funds to allow the Academy to award $15,000 grants each to two of the twelve institutions receiving the Certificates which proposed the best ideas and plans to further advance employment opportunities for disabled students. The proposals of the three institutions receiving these additional awards are described in Appendices C and D.

The Academy is grateful to the Benedum Foundation for making this study possible, to the Hewlett-Packard Company for its endorsement of the effort, to the leaders and experts who helped guide our efforts, and to the hundreds of administrators and faculty members who contributed information about their programs. Their ingenuity, commitment, and hard work, and the results of their efforts are impressive indeed, especially in this time when higher education is so pressed from many sides. Their achievements have helped many disabled persons begin a journey, as someone has said, from the gloom of frustration to the thrill of fulfillment.

Introduction

One of the most effective ways people learn and actually succeed in bringing about change, as has been repeatedly demonstrated in the past, is by studying examples of other people's successes. It is with this thought that the Academy has undertaken this project—to collect and present examples of successful efforts by colleges and universities to serve handicapped students.

The examples in this handbook describe a) what 166 colleges and universities have done to serve handicapped students, b) how they did it, and c) what the results were. It is our hope that these examples will help everyone to understand better what *can* be done.

Some of the examples in this handbook are ideas that are pretty good; some are better than that; some are terrific. One common denominator runs through every page: each idea listed has worked or is working now at some college or university.

Many of the ideas are not beyond the means of any college or university. Most, in fact, are readily adoptable or adaptable at other institutions. They range from the simple and inexpensive to the comprehensive.

The comprehensive programs and services for handicapped students at some institutions have, of course, required substantial amounts of time and money to be what they are today. These institutions have had to find a way to finance the programs and services—and they did. Thus, nearly every idea, approach, and program in the handbook can be replicated on other campuses.

The Academy is pleased to hear of the many successes that have been achieved, and to observe that a great deal of progress has been made—to improve educational and career opportunities for disabled persons and increase the enrollment of handicapped students—when compared with the situation that existed twenty, ten, and even five years ago.

We do not wish to suggest, however, that enough has been done. To the contrary, many institutions noted that they had little or nothing to report to us in the way of notable efforts to serve handicapped students. Other colleges and universities, in reporting their activities to us, acknowledged that they had just made a small beginning. As a blind graduate student at one major public university noted in a letter to us, progress had been achieved at that university, but only as a result of some heavy urging by its disabled students. He hoped the institution

would not be commended for its successes because it might then become more complacent.

We are pleased to have the opportunity, therefore, to present these successes to you in the hope that the handbook will not cause anyone to feel complacent, and will at least in a small way help speed up the progress by our nation's colleges and universities in expanding educational and career opportunities for disabled persons.

Notes on Using the Handbook

We must point out, as we have on other occasions, that neither the Academy for Educational Development nor the foundation supporting the project is providing a prescription for any particular institution, nor are we offering any specific advice. All we are saying to you, the educators and managers in higher education, is:

> Here are ideas that are working at real colleges and universities. They have increased or improved opportunities for disabled persons. Take a look at these ideas, find one or two that are suited to your situation, and see how you might adopt or adapt the idea or ideas at your institution. Ask the people who have done it for more information, if necessary, and then get going.

The handbook contains twelve problem-oriented chapters, each describing a number of ideas the institutions have used to deal with the problem.

To find out about a particular institution, refer to Appendix A; it lists all the 166 institutions in alphabetical order and briefly describes their programs and approaches. It also lists the name, address, and phone number of the person to be contacted at the institution for further information.

To find out what nearby institutions are doing for handicapped students, check the Index which lists all the institutions by state and refers to the pages with the presentations about their programs and services.

A few caveats should be noted:

- The examples of ideas in practice included in the handbook are those that educators chose to submit. The Academy makes no claim, therefore, that the handbook is all inclusive nor has it attempted to document all the information submitted by the institutions reporting.

■ Descriptions are brief rather than comprehensive. The material received was abbreviated for use in the handbook. The purpose was to present ideas on serving handicapped students and enable interested people to follow up on the ideas they think might prove useful at their own institutions.

■ The Academy for Educational Development does not recommend or endorse any specific brand of equipment which may be mentioned in the handbook.

■ While the ideas contained in this handbook have been reviewed for accuracy, neither the Academy for Educational Development nor the foundation supporting this study nor the colleges and universities reporting can be held liable for the representations in the handbook. Questions about any specific application of an idea in the handbook should be addressed to the reporting institution.

■ The omission from this handbook of colleges and universities with commendable programs serving handicapped students signifies only the fact that no information was reported to the Academy by those institutions. At least 100 institutions, in addition to those included in the handbook, were nominated by knowledgeable persons as institutions having notable programs for handicapped students.

With these notes, we extend the handbook to college and university administrators, commending the ideas in it, and wish them every success as they continue to take on a challenge that we all know will not end any time soon.

12

1

Ideas On

Orienting Disabled Students to Campus Life

The Problem

Disabled students have needed special assistance beyond the traditional orientation colleges and universities have provided to new students, in order to begin their college education on a more nearly equal footing with their able-bodied peers.

The Challenge . . . to a) seek out disabled students; b) identify the obstacles they face in starting college; and c) provide those special services that they need.

The Ideas

■ **Augsburg College** (Minneapolis, Minnesota) helps disabled students to choose and gain entry into college and university programs through an organization housed on its campus—Center for Education for Non-Traditional Students (CENTS). Initiated by Augsburg faculty but now independent, CENTS acts as an information and referral service to both students and institutions throughout the Midwest.

★ **Boston University** (Boston, Massachusetts) recently set up a telephone tape system that provides university information instantly. Anyone (handicapped or not) can get a two-minute briefing on any of 200 topics by dialing a number and identifying the topic desired. Events on campus, academic procedures, test schedules, community services, even common health problems are among the tapes offered. A separate tape contains information of special interest to handicapped persons, including a summary of the most recent issue of the campus disabled stu-

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dent services newsletter. The university also has two ninety-minute audiocassettes that provide a "guided" walking tour of the campus for visually impaired students.

■ **Marquette University** (Milwaukee, Wisconsin) developed a handbook for faculty, staff, and handicapped students describing access to programs and facilities at Marquette and the city of Milwaukee. The handbook is available in large print, tape, and braille; visually impaired students are also provided a tactile map of the campus.

> **Results:** The university reports that the handbook fosters independence on the part of its 255 disabled students, and encourages faculty members to share in the delivery of services.

■ **University of New Haven** (West Haven, Connecticut) assists in providing rehabilitation training to disabled veterans at a nearby Veterans Administration hospital. The idea of pursuing a college education is made a part of the veterans' therapy in many cases, and the staff helps veterans prepare to enter college. Blind persons, for example, receive their Veterans Administration mobility training on the university's campus and go on to enter the university's regular degree programs.

★ **Ball State University** (Muncie, Indiana), through its handicapped services, offers pre-admission information, campus visits, orientation, and personal counseling adapted to the unique needs of handicapped students. In order to ensure that the full range of available services is known to the incoming student, advance communication and campus visits are encouraged.

■ **De Anza College** (Cupertino, California), to provide its nearly 2,000 disabled students with a thorough orientation to the campus, published a students' handbook that a) describes special services; b) lists phone numbers and offices for obtaining special assistance; and c) includes maps designating special parking, restrooms, and access points. Braille has been added to panels on buildings, doors, and elevators to enable blind students to find their way around campus. A campus orientation day is held prior to the beginning of the semester for all newly admitted disabled students.

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■ **Iowa Western Community College** (Council Bluffs, Iowa) begins early by providing career exploration, counseling, and pre-admission orientation services to secondary school students with disabilities who are potential candidates for admission to the college.

■ **Northern Michigan University** (Marquette, Michigan) permits disabled students to audit up to 12 semester hours at no cost, thus allowing them to determine their ability or interest in a course before having to make a financial investment.

■ **Wichita State University** (Wichita, Kansas) helps its visually impaired students through the registration maze with tactile maps, raised line drawings, and braille handbooks.

★ **Southern Illinois University at Carbondale** invites disabled students to visit the campus early to become familiar with the facilities, academic programs, and support services. Many pre-enrollment activities are carefully worked out with each new student. Services include advance academic advisement and class registration; taping of textbooks; mobility training for the visually impaired; and locating, and in some cases training, personal attendants for mobility-impaired students who need them.

■ **Idaho State University's** (Pocatello, Idaho) program staff holds annual orientation briefings for campus personnel and community agencies about the goals and objectives of its disabled student program.

■ **Oregon College of Education** (Monmouth, Oregon) has mobility-impaired students serve as tour guides to explore campus routes, buildings, ramps, elevators, and special parking with incoming disabled students. Tour guides also provide information about community resources that can assist handicapped individuals. In addition, the college holds registration in an area accessible by new ramps and assigns sign language interpreters to be on duty during registration. Students are encouraged to contact the admissions office several weeks prior to registration so that classes can be relocated when necessary.

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■ The **University of Oklahoma at Norman** encourages disabled students to enroll early to give them priority in their schedule and their choice of classrooms. This is done to allow sufficient passing time between classes for mobility-impaired students. Advance registration provides sufficient time to obtain taped and brailled course materials for blind, visually impaired, and learning-disabled students, and allows timely arrangements for interpreter services to be made for deaf students.

■ **William Rainey Harper Community College** (Palatine, Illinois) has a preparatory program for students who need improvement in their academic, career planning, and study skills. All classes are taught by teachers with total communication skills. All new students take placement tests to determine whether the student needs these preparatory classes.

2
Ideas On
Delivering Education to Homebound Students

The Problem

Individuals confined to their homes or to hospitals by disabilities have been unable to pursue a postsecondary education.

> **The Challenge** . . . to find ways of extending effective learning opportunities to homebound and hospitalized students.

The Ideas

■ **Queensborough Community College, City University of New York** provides a full range of liberal arts and occupational education programs to 90 homebound individuals using a two-way telephone conference system and an extensive network of counselors, tutors, notetakers, and readers.

> **Results:** Queensborough has the largest program of its kind for homebound students in the United States, and is working with ten other campuses to set up similar programs. To date, 18 homebound students have graduated from the college with associate degrees.

★ **Long Island University's Brooklyn Center** (Brooklyn, New York) was one of the first colleges on the east coast to provide educational services for homebound and hospitalized students. A headphone and microphone set, similar to those used by air traffic controllers, connected to a classroom transmitting device, permits two-way communication between students at home and faculty in the classroom. The program encourages students to make the transition from being homebound to actually attending classes on campus.

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★ **Miami-Dade Community College** (Miami, Florida) recently adapted its televised humanities course to serve homebound students with disabilities, including blind and deaf students. The visual portions of the program are described on audiocassettes for visually impaired students who are also given text materials in large print and braille. The television programs are captioned for hearing-impaired students. Assignments are completed at home and mailed in. An individualized response is returned to the student. Special assistance and technical aids are available as needed.

Results: The college reports that this is the first college-level television course to be captioned for the deaf and adapted for the visually impaired. In 1980–81, the first year the adapted course was offered, 35 homebound students enrolled. Student comments have been highly favorable.

★ **El Camino College** (Torrance, California) broadcasts on television a number of special classes which disabled students receive in their homes. Assigned readings parallel the television programs. Several times each semester students meet with a faculty member on campus to review and discuss course work. Homebound students are also provided counseling; assistance with registration and the purchase and delivery of textbooks; and liaison service with the faculty.

■ **Los Angeles City College** (Los Angeles, California) set up a telephone program for homebound students that was modeled after **Queensborough Community College's** program. A strong support system includes the screening of participants, orientation, tutorial assistance, frequent home visits, and job counseling.

Results: The homebound program has grown from 16 students in 1978 to 85 in 1980. The retention rate for homebound students often exceeds the school average of 61 percent.

■ **Ramapo College of New Jersey** (Mahwah, New Jersey) created a "telecollege" for five homebound students by setting up telephone connections between classes on the campus and the students' homes. Faculty members wear microphones and respond to homebound students' questions transmitted to an amplifier in the classroom.

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■ The **University of Massachusetts—Boston** also uses a telephone conference system to bring education to homebound students.

■ **Chicago City-Wide College** (Chicago, Illinois) has recently modified its television courses for students wishing to complete their high school education to allow successful participation by handicapped students. Currently, about 100 students—some of whom are handicapped—watch classes on television and visit their local public library once a month for testing. If a disabled student is unable to travel to the library once a month, a staff member tests the student at home.

8

3
Ideas On
Establishing Support Services for Disabled Students

The Problem

Mere admission to college has not been enough to assure adequate educational opportunities for disabled students; a wide variety of support services has been needed to enable them to attain their educational goals. Especially innovative solutions have been required in some cases to overcome obstacles to the education of handicapped persons.

The Challenge . . . to find innovative ways to provide the wide range of support services needed by handicapped students to overcome barriers to their education.

The Ideas

★ **Southern Illinois University at Carbondale,** since the early 1950s, has been expanding its programs, obtaining special equipment, and building comprehensive support services for disabled students. Now, virtually all of its academic and nonacademic programs are available to disabled students. Offerings include many recreational and intramural activities such as wheelchair sports, swimming, and canoeing. The university's "Touch of Nature" program offers summer camp for disabled youths and adults. The career planning and placement program serves disabled students by conducting workshops on interviewing skills, adjusting to relocation, and mobility orientation.

Results: During the past four years, more than 350 disabled students have graduated. Ninety percent of these graduates are now employed.

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★ **Long Island University's Brooklyn Center** (Brooklyn, New York) enrolls a large number of disabled students as a result of the extensive resources it has built up in recent years to serve the economically and educationally disadvantaged population of its neighborhood. Its Academic Reinforcement Center, its cooperative education and career programs, and its financial aid services are all well suited to the needs of disabled students. These resources are extensively augmented with special services—testing, readers, tutors, writers, adaptive equipment, etc.—as necessary to enable handicapped students to function on campus.

Results: Over the last eight years, 347 physically handicapped students have graduated from the Brooklyn Center. The campus is now 100 percent architecturally accessible; all facilities, with the exception of the residence hall, are connected by indoor passageways.

★ **Temple University** (Philadelphia, Pennsylvania) provides its disabled students with reader assistance and equipment, interpreters, registration assistance, and also sponsors wheelchair sports and the National Theatre of the Deaf. University fraternities and sororities support numerous major events for disabled students and regularly provide personal services such as driving the van, repairing wheelchairs, and assisting disabled students in inclement weather.

Results: The number of disabled students on campus has increased from 52 to 350 in the past five years. Disabled students are integrated into all academic programs.

★ **Boston University** (Boston, Massachusetts), while encouraging students to become increasingly independent, offers an extremely wide range of academic and personal support services for disabled students. To involve the entire campus in the provision of services, the program established a network of liaisons in each key academic and nonacademic area of campus. In addition to printed materials, two ninety-minute audiocassettes provide a "guided" walking tour of the campus for those with sight impairments. Complementing academic support services is a strong commitment to offering recreational and cultural activities to disabled students.

Results: Without special outside funding for serving disabled students, this university has become a leader in providing a comprehensive range of services to meet their needs.

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■ The **University of Minnesota at Minneapolis/St. Paul**, conducted one of the most comprehensive self-assessments of any institution in the country on the accessibility of its facilities and programs for disabled students. It has established comprehensive services for disabled students and has made all its five campuses accessible through extensive structural modifications; special transportation and auxiliary aids for disabled students; and training programs for faculty and staff. The university helps disabled students cope with the social and academic challenges of a large, urban university and offers counseling and courses in reading, writing, and study skills.

Results: Nearly 3,000 disabled students are enrolled at the university's Minneapolis campus; for the first time in the university's history, prelingually deaf students are completing four-year undergraduate programs and enrolling in graduate school.

■ **Kingsborough Community College of the City University of New York** (Brooklyn, New York) created individual instructional programs for 28 learning-disabled students that include tutoring, counseling, and classes in basic skills and career development. Individual programs make use of "bypass techniques" that allow students to learn content in spite of learning problems such as dyslexia (for example, using verbatim audiocassettes of required reading to help students assimilate material while increasing reading skill). In addition, the college conducts seminars and holds meetings with faculty about "special case" students.

★ The **Community College of Denver** (Westminster, Colorado) offers a full range of support services, vocational and personal counseling, and assistance with job placement to over 1,000 disabled students on its three campuses. Currently, over 100 kinds of support services are provided by 20 full-time professionals. Because of the college's early commitment to serving handicapped students, all facilities have been constructed with barrier-free design.

Results: The college reports that its enrolled students represent more than 30 different disabilities.

■ **De Anza College** (Cupertino, California) enrolls nearly 2,000 disabled students who are provided an extensive range of services by a special office set up with 13 full-time staff members. Services include

★ Certificate of Achievement

van transportation to and from campus for disabled persons located throughout the San Francisco peninsula; optional separate registration; mobility training; instruction in independent living; and training in wheelchair repair. Large numbers of disabled students are attracted to De Anza College by its special physical education progam extensively adapted for physically disabled persons. Five components make up the physical fitness training program: exercise, swimming, wheelchair athletics, cardiovascular conditioning, and driver training. De Anza's programs for disabled persons are provided at a relatively low cost to the community.

■ **Marquette University** (Milwaukee, Wisconsin) developed a looseleaf handbook for faculty, staff, and handicapped students that describes handicapped student services, accessible buildings, and resources in the city of Milwaukee. The handbook is available in large print, tape, and braille; visually impaired students are also provided a tactile map of the campus. The handbook fosters independence on the part of its 255 disabled students, and encourages faculty members to share in the delivery of services.

■ **Northwestern Connecticut Community College** (Winsted, Connecticut) trains hearing students to take lecture notes for its 32 deaf students and offers sign language and oral interpreting instruction to all its students. A speech therapist provides training in communication skills including signing, speaking, and lipreading. Deaf students have access to FM amplification systems which allow them to maximize use of their residual hearing during classroom lectures. Study tapes, captioned programs, and interpreted news are all produced regularly as learning aids.

■ **Pennsylvania State University** (University Park, Pennsylvania) set up a bibliographical aids service that enables visually impaired and dyslexic students to have access to the bibliographical information available to other students. Library volunteers tape textbooks and other educational materials. The university also purchased equipment that enlarges printed material for visually impaired students.

★ **St. Andrews Presbyterian College** (Laurinburg, North Carolina) established an intermediate care complex on campus and accessible residence halls which, in 1981, enabled 28 quadriplegic students to live on campus. The college believes that it is important that students live on campus for full integration into college life.

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Results: St. Andrews has provided services for 367 disabled students since 1964. A total of 79 severely disabled students have graduated. Despite their confinement to wheelchairs, all but three are employed or are continuing their education. Enrollment of physically disabled students has increased steadily from 20 to 50 over the last five years.

■ The **University of Colorado, Boulder** initiated a volunteer readers pool consisting of over 60 volunteers who tape textbooks and provide face-to-face reading. Two reading machines are available for use by blind students, and braille materials are provided whenever necessary.

■ The **University of Kentucky** (Lexington, Kentucky) established an attendant care program on campus to serve severely disabled students who had been living in a nearby convalescent hospital. A full-time coordinator hires and trains attendants who are on duty seven days a week. As a result, no students are living at the nearby convalescent hospital.

■ The **University of Northern Iowa** (Cedar Falls, Iowa) set up a learning skills center that offers individual assistance and short, non-credit courses in reading, writing, and study skills to disabled students.

■ The **University of Southern Mississippi** (Hattiesburg, Mississippi) built a facility to house, supervise, and provide 24-hour service for quadriplegic males enrolled at the university. Hospital beds and other special equipment were furnished by the state vocational rehabilitation office; the Mississippi School for the Mentally Retarded trained two students to work and live in this housing facility. The university also modified a van for wheelchair users and assigned it for use at this facility.

■ The **University of Wisconsin–Madison** reproduced its 900-acre campus in a 28-foot relief map in wood and plastic. Blind persons can read this three-dimensional map with their fingers. The map has styrofoam sheets carved, stacked, and glued to indicate walkways and steepness of hills. A braille key at the bottom lists the 180 buildings on campus and assigns coordinates for each. The coordinates correspond to a site-location grid system of numbers along the top, and letters on a movable verticle bar, also in braille. Two university students

designed and built this map for $660. Newcomers to the campus who are not blind tend to use this map because it is so easy to read.

■ **Vanderbilt University** (Nashville, Tennessee) teaches braille to inmates of the Tennessee Prison for Men who, in return, translate student handbooks, lists of important telephone numbers, movie schedules, and campus menus into braille for sight-impaired students on campus.

■ **Wichita State University** (Wichita, Kansas) employs blind, hearing-impaired, and learning-disabled students as assistants in providing services to other handicapped students. Students are also employed as wheelchair escorts for both day and evening classes.

■ **Wright State University** (Dayton, Ohio) has created a barrier-free campus and an extensive system of support services that currently serves 450 disabled students, many of whom have particularly severe disabilities including high level spinal cord injuries and other forms of quadriplegia, as well as learning disabilities.

■ **Harvard University** (Cambridge, Massachusetts) increased its ability to deliver adequate support services for disabled students by asking the deans at each of its 11 schools to appoint a special faculty coordinator to assist disabled students. The faculty coordinators provide such services as locating interpreters, moving classes to accessible locations, and making a variety of other accommodations to enable the students to adapt to their environment.

4

Ideas On

Training Personnel to Work With Disabled Persons

The Problem

Colleges and universities have had few people on their faculty and staff who were prepared or trained to serve disabled students. In addition, elementary and secondary schools and other organizations have lacked trained professionals to serve disabled children and adults.

The Challenge . . . to develop new educational programs to train greater numbers of personnel to work with handicapped individuals.

The Ideas

■ The **University of Northern Colorado** (Greeley, Colorado) enrolls 1,100 students in its School of Special Education and Rehabilitation, the largest teacher and counselor preparation program of its kind west of the Mississippi. Students receive undergraduate and graduate degrees in social rehabilitation services and other areas specializing in work with deaf, mentally retarded, physically disabled, socially and emotionally disturbed, and learning-disabled persons.

■ The **University of Maryland at Baltimore** created a masters degree program in social work. The program trains deaf and hearing-impaired individuals who upon graduation are employed in vocational rehabilitation agencies to work with hearing-impaired members of the community and their families. The university reports that its program is the only one in the country that offers a masters degree in social work to deaf and hearing-impaired students.

Results: The program currently enrolls 18 students and has graduated six since 1978. Four graduates have started services for deaf students where none had existed before. The university

receives numerous inquiries from agencies seeking deaf and hearing-impaired social workers.

■ **Madonna College** (Livonia, Michigan) created one-year programs, two-year programs, and four-year degree programs in sign language studies that provide students with necessary skills for interaction with deaf persons—as interpreters, instructors, and preprofessionals. Audiotapes, made in the college's television studio and language labs are used to train students in simultaneous interpretation. A part of the training includes cooperative education assignments, internships, and practicums.

Results: Madonna is one of two colleges in the United States—the other being **Maryville College** in Tennessee—that offers this curriculum on a Bachelor of Arts level. The program is a valued complement to the college's large deaf student enrollment.

■ **Waubonsee Community College** (Sugar Grove, Illinois) established two interpreter training programs as a result of a critical need for qualified interpreters. One is a 46-semester hour certificate program and the other a 64-semester hour associate degree program. The programs include a) semi-immersion courses to concentrate teaching and learning of sign language and basic interpreting, and b) background study on deafness with courses such as Psy-Social Aspects on Deafness and Orientation among others.

Results: After only five years, the training programs have an enrollment of 90 students and employ three full-time faculty members. Staff members are called upon to help set up similar interpreter training programs at other institutions.

■ **Tampa Technical Institute** (Tampa, Florida) holds regular training sessions to teach faculty and staff the special interpreting skills needed to provide technical training to deaf students. Films and tapes from **Gallaudet College** and recent research on interpreting the American Sign Language are used in these sessions.

■ The **University of Wisconsin–Madison** conducted 36 workshops between 1978 and 1980 to train faculty and staff how to meet the needs of disabled students.

■ **Wright State University** (Dayton, Ohio) introduced a master of art therapy program that prepares professionals to work with disabled persons in treatment, education, rehabilitation, nonverbal expression, and communication. Art therapists work with disabled and able-bodied individuals at mental health centers, psychiatric hospitals, educational and rehabilitative settings, nursing homes, and prisons.

■ **Washington University** (St. Louis, Missouri) selected and trained a contact person in each academic and administrative department by conducting a series of seminars about university services for handicapped students and how to resolve problems of handicapped students.

■ **Northern Michigan University** (Marquette, Michigan) trained and employed students as counselors in setting up a network of counselors for disabled students. Pre-service training and in-service workshops cover peer counseling strategies, active listening techniques, and many other aspects of serving disabled students.

■ The **City University of New York, Queens College** (Flushing, New York) trains and pays able-bodied students to counsel their handicapped peers. Training is in counseling techniques, institutional procedures, and referral information. The program provides work experience that is often useful in obtaining employment after graduation.

Results: The college has observed that disabled students are often

more open with peers about their needs and concerns than they are with older persons.

■ **Portland Community College** (Portland, Oregon) developed certificate and degree programs to train a) persons to be interpreters for the deaf, and b) teacher aides with special skills in working with handicapped children.

■ **Tarrant County Junior College** (Hurst, Texas) created an interpreter training program that uses specialized audiovisual materials such as captioned videotapes and enlarged materials developed by the college's instructional media department.

■ **Arizona State University** (Tempe, Arizona) identified and trained staff and faculty from each department to adequately serve its disabled students, the enrollment of whom has doubled in recent years.

■ **Salem College** (Salem, West Virginia) set up an "Arts for the Handicapped" program which provides pre-service training to undergraduate students and provides in-service training for teachers, social workers, artists, and parents to prepare them to teach art to handicapped children. Some of the in-service training is provided in conjunction with an annual "Very Special Arts Festival" in which handicapped children create and display their artwork.

■ **Oregon College of Education** (Monmouth, Oregon) offers several professional degree programs in rehabilitation counseling and a certificate program for interpreters. In addition the college's federally funded Regional Resource Center on Deafness conducts numerous in-service training workshops and seminars for counselors, interpreters, and security personnel at the college.

■ **Austin Community College** (Austin, Texas) assigned and trained key persons at each of its campuses to assist disabled students as the enrollment grew from virtually none to nearly 400 in two years.

5

Ideas On

Adapting Technical Training for Disabled Students

The Problem

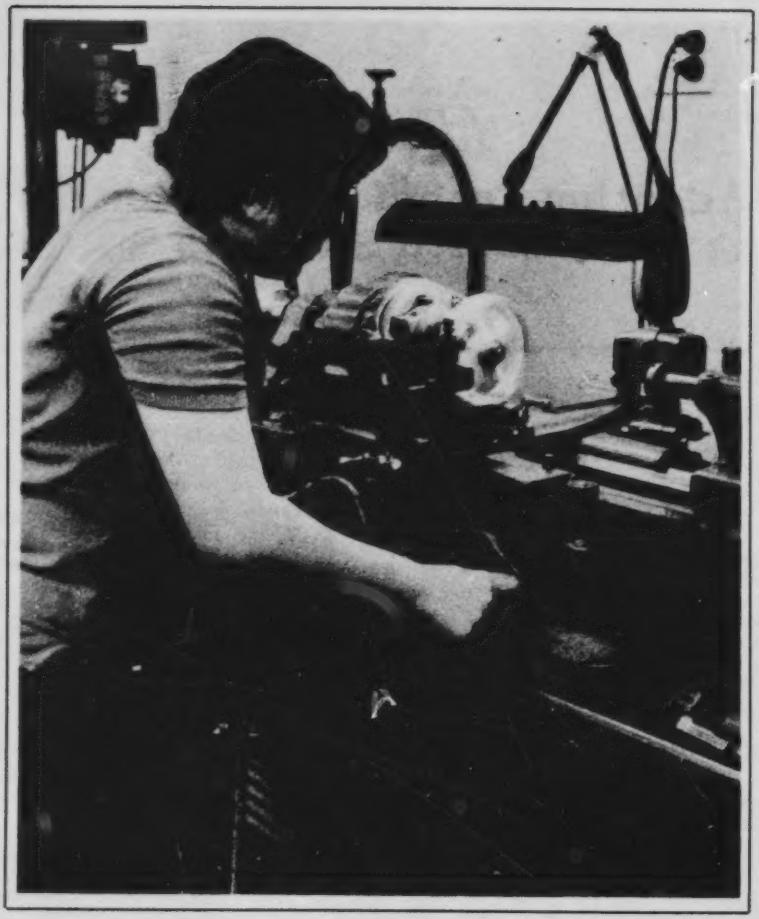
Handicapped persons have been unable to obtain the training needed to enter careers in various technical fields because most training programs offered by postsecondary institutions were not designed to take into account the limitations of persons with disabilities.

> **The Challenge**. . . to find innovative and inexpensive ways, or the funds necessary, to modify existing courses and to offer the necessary support services that would enable handicapped students to successfully complete technical training.

The Ideas

■ **North Central Technical Institute** (Wausau, Wisconsin), in the early 1970s, set up a wide range of support services to enable persons with visual and hearing impairments to complete vocational and technical training and to be employed as skilled workers, technicians, or middle-level managers. North Central's program for visually impaired students was one of the first in the country to be integrated into a postsecondary technical school.

> **Results:** In 1980-81, the institute enrolled 33 hearing-impaired and 65 visually impaired students. More than 90 percent of the institute's hearing-impaired graduates have been placed in employment. Over the past ten years, more than 200 visually impaired students have been trained, many going into competitive employment.



★ **Joseph Bulova School of Watchmaking** (Woodside, New York), at the end of World War II, examined the traditional apprenticeship approach to training watchmakers, and devised a classroom training program to make it possible for disabled veterans to learn and to be employed in the trade. The program has been further developed over the years and expanded to include related trades and supportive services such as social development and medical rehabilitation assistance.

Results: The school has graduated 1,500 disabled persons, 95 percent of whom have been employed in their trade.

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■ **Tampa Technical Institute** (Tampa, Florida) offers to deaf students training in computers, electronics, drafting, and commercial art. The institute assigns an interpreter and backup notetaker to each deaf student, and offers remedial English in sign language. Faculty and staff learn special interpreting skills suited to technical instruction, and hearing students learn the rudiments of sign language. The institute requires all deaf students to have part-time jobs while attending classes and assists them in finding employment.

Results: Eighteen deaf students have graduated since 1977. All have been placed in jobs in electronics, drafting, and commercial art. Local businesses have begun to recruit deaf students from the institute on a regular basis.

■ **St. Mary's Junior College** (Minneapolis, Minnesota) modified its occupational and physical therapy assistant programs to serve blind and visually impaired students. For example, instructional materials were converted to audiotapes and anatomical models were labelled with braille. In addition, students were employed as instructors' aides in the classroom; special equipment was purchased; and a testing center was created to assess the progress of visually impaired students.

Results: St. Mary's has the only program in the country that trains visually impaired persons for physical or occupational therapy positions. Seven students have completed their programs and are working.

■ **Bernard Baruch College of the City University of New York** established The Baruch Computer Center for the Visually Impaired which provides to blind and partially sighted students a) assistance in pursuing degrees, b) continuing education computer courses, and c) a summer program in computer literacy. The center also conducts research on uses of computer technology and instructional methods for education, rehabilitation, and employment of visually impaired persons.

■ The **University of Pennsylvania** (Philadelphia, Pennsylvania) established a special 10-month course for severely disabled students that provides technical and professional training in data processing. Extensive support services, including counseling, attendant care, and transportation, make it possible for disabled students to complete the program.

■ **Johnson County Community College** (Overland Park, Kansas) developed for classroom use by deaf students a series of technical sign language books depicting handsigns for technical terms and vocabulary frequently used in business, electronics, data processing, and algebra courses. The college also serves as a midwestern center for deaf student programs and services offered by **Gallaudet College,** located in Washington, D.C.

Results: Over the past four years, enrollment grew from 20 to 185 hearing-impaired students taking credit courses, and from 20 to 3,000 hearing-impaired persons receiving noncredit instruction and services.

■ **Milwaukee Area Technical College** (Milwaukee, Wisconsin) set up a program that enables visually impaired and blind persons to complete occupational training courses and to obtain employment. The students receive prevocational courses on how to manage their personal lives. The college hired and trained four tutors who help students with occupational courses, assist them in obtaining educational materials, and serve as liaison between instructors and students.

Results: Since 1979, the program has provided occupational education to 69 blind individuals.

■ **Portland Community College** (Portland, Oregon) established a program of support services that allows disabled students to enroll in 75 different vocational programs. In addition, a preparatory program for hearing-impaired individuals teaches classes in consumerism, study skills, career exploration, and comprehensive language development.

■ **Pima County Community College** (Tucson, Arizona) produced several videotapes which teach sign language related to five technical career areas and produced handbooks to accompany them.

Results: The materials were so well received that the college is now producing more videotapes to teach faculty members new methods of adapting classroom techniques and developing support services for disabled students.

6

Ideas On

Increasing Awareness about Disabilities on Campus and in the Community

The Problem

Disabled college students have sometimes been discouraged from continuing their education because faculty, staff, and other students had misconceptions about disabilities and they did not know how to meet the needs of disabled students.

The Challenge . . . to provide information and increase sensitivity about the needs of disabled students on campus and in the community.

The Ideas

■ **Tampa Technical Institute** (Tampa, Florida) sponsored a "deaf awareness career outlook day." Seventy successful deaf professionals came and demonstrated their skills to more than 2,000 visitors from all over the state. In each section of the institute, exhibits were set up and divided into career fields ranging from the academic professions to technical careers and careers in the creative arts. Exhibits emphasized the abilities of deaf persons in many different careers.

Results: Fifteen deaf students enrolled in programs at the institute as a result of this awareness day.

■ **Iowa State University** (Ames, Iowa) established a statewide council to study and disseminate information on handicapped persons and the problems they encounter. The council has set up exhibits, published information about disabilities, and sponsored a film festival and a panel discussion featuring handicapped scientists in the state of Iowa.

★ **Temple University** (Philadelphia, Pennsylvania) produced a 12-minute videotape entitled "To Help Ourselves" that won the International Television Association first prize for excellence in the education category. The film shows a number of disabled students at Temple University who define their needs and demonstrate solutions. The university then produced an expanded version which demonstrated ways of altering course requirements.

> **Results:** Copies of the videotape and film have been shown at 32 colleges and universitites, 14 conferences, 8 government offices, 15 private businesses, and other places.

■ **Mount Wachusett Community College** (Gardner, Massachusetts) found that more than ten percent of its total student enrollment consisted of individuals with disabilities which in many cases were not evident to faculty and staff. In attempting to uncover and rectify the special problems with which these students have had to deal, the college set up several awareness workshops and seminars attended by faculty, staff, and students.

■ **George Washington University** (Washington, D.C.) conducted a month-long awareness program that coincided with the "National Employ the Handicapped Month." The purpose was to provide information on disability and the law, and to aid in developing understanding of both the abilities and limitations of disabled individuals. Activities ranged from performances translated into sign language, mime, and dance, to workshops on attitudinal barriers to employment. One awareness session conducted by able-bodied and disabled group leaders asked participants to "try on" a disability.

■ The **University of Baltimore** (Baltimore, Maryland) held a symposium on three consecutive Saturdays that covered a variety of humanistic perspectives in the study of mental and physical handicaps. Following the symposium, the university published a book entitled: *The Handicapped Experience: Some Humanistic Perspectives.*

■ **Mesa Community College** (Mesa, Arizona) holds an annual intercampus sports fair featuring equally competitive events for able-bodied and handicapped participants as a way of raising awareness about disabled students.

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■ The **University of Oklahoma at Norman** conducts annual "awareness weeks" to sensitize the university community to the abilities and needs of disabled persons. Activities include banquets, workshops, simulations, and media coverage.

■ **Wichita State University** (Wichita, Kansas) added to its curriculum a sociology course entitled "Social Consequences of Disability." The course is primarily directed toward students in health-related professions. Students participate in simulation exercises to experience personally the effect of handicaps, take field trips to work in settings for handicapped persons, and listen to guest speakers who are handicapped.

■ The **University of Minnesota at Minneapolis/St. Paul** holds "disability awareness seminars" in which different groups of handicapped students present their experiences with various handicaps, show films, and conduct informal discussions. Discussions include such topics as "The Handicapped Student and the University," and "The Handicapped Student in Personal Life."

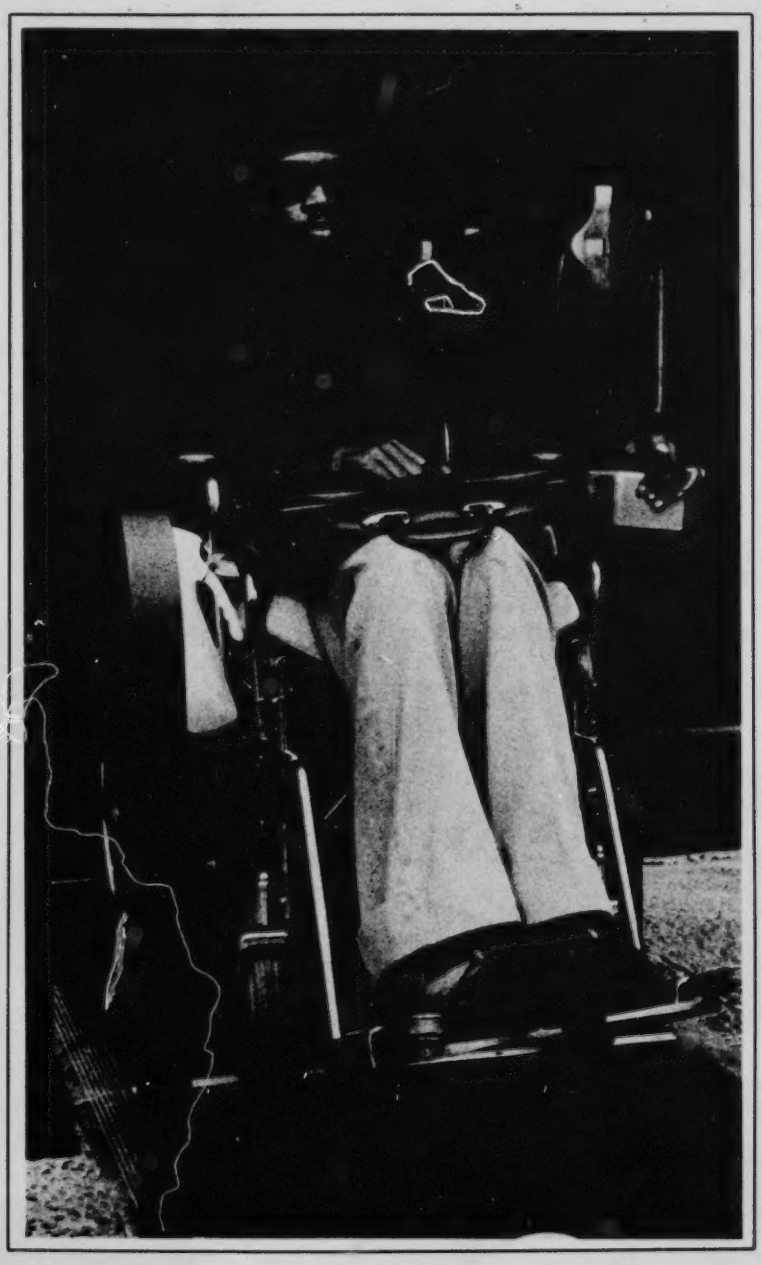
■ Other institutions conducting awareness weeks are the **State University of New York at Binghamton** which has a children's theater company featuring handicapped and nonhandicapped actors, performances by blind musicians, and workshops on employment; and **Northern Michigan University** (Marquette, Michigan) which features guest speakers, exhibitors, and other activities.

■ **American River College** (Sacramento, California) set up an Enabling Center to serve its handicapped students. One of the center's principal functions is to sponsor workshops designed to improve awareness and understanding about disabled students on campus and in the community.

Results: Over the past ten years enrollment of disabled students at the college increased from 30 to 660.

■ The **University of Iowa** (Iowa City, Iowa) sponsors a variety of programs relating to handicapped persons, such as career development and human sexuality workshops, and employer awareness seminars.

■ **Pasadena City College** (Pasadena, California) sponsors an annual Jog-Wheel-A-Thon in which able-bodied as well as physically and mentally disabled persons participate. Last year the event drew 500 participants.



7

Ideas On

Assisting Disabled Students Prepare For Employment

The Problem

Disabled students have often lacked knowledge about finding employment and securing information about careers. Many have spent their formative years in restrictive settings such as hospitals and segregated special schools, and had no work experience. Career placement offices have been unable to adequately assist them, and employers have not been ready to hire them.

> **The Challenge**. . . to develop career-oriented course offerings, specialized career counseling, and job placement programs for disabled students and to work with employers to encourage hiring disabled graduates.

The Ideas

★ The **Joseph Bulova School of Watchmaking** (Woodside, New York) trains disabled individuals with a wide range of disabilities for employment in the watchmaking and jewelry repair fields. Individualized instruction, independent study materials, and nongraded evaluations allow students to learn at their own pace. Integral to this process is continuous vocational counseling, and a placement service which assists the students in securing a position upon graduation.

> **Results:** In the past 35 years, more than 1,500 disabled students have graduated from the program. Some 95 percent were helped in securing employment in their fields of study; many have subsequently moved up into top management positions; and some 25 percent now have their own businesses.

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■ The **University of Pennsylvania** (Philadelphia, Pennsylvania) set up an Industry Advisory Board that consists of 25 local data processing firms and more than 150 associate firms. With input from the board, the university designed a special ten-month course for severely disabled students which provides technical and professional training in data processing and meets the specific needs of the data processing industry. Students enrolled in the course receive needed support services, such as attendant care, counseling, and transportation. Students remain in training until they are placed in employment.

Results: The computer science training program has achieved an exceptional job placement record of better than 90 percent. Forty-four out of 55 students graduating since 1977 are employed in the data processing field.

■ The **University of Illinois at Urbana-Champaign** trains disabled students in numerous professions and vocations, and designs and fabricates adaptive devices to assist them in their working and daily living activities.

Results: Over 900 disabled students have graduated from this program during the past 30 years or more. Ninety to 100 percent are employed, many earning better than average salaries. Graduates include professors, doctors, lawyers, engineers, business persons, psychologists, etc.

★ **St. Andrews Presbyterian College** (Laurinburg, North Carolina), having a total enrollment of fewer than 800 students, has made an impressive commitment to serving disabled students—a commitment that continues after admission on through graduation and job placement. In its 17-year history, St. Andrews has enrolled 367 disabled students, 137 of whom were severely disabled.

Results: St. Andrews has graduated 79 severely disabled persons and nearly all of them today are gainfully employed or are enrolled in graduate or professional schools.

■ **San Diego Community College District** (San Diego, California) joined with the San Diego Association for the Retarded in creating a new employment and training firm for disabled adults—the Arrow Services Custodial and Grounds Maintenance Cooperative Training Program. Arrow Services employs 150 disabled adults and provides in-class and

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on-the-job training for a one-year period. Thereafter, the "graduates" are placed into gainful employment with other firms.

★ **University of California, Riverside** enrolls a high proportion of disabled students, provides them a comprehensive array of support services, and works aggressively to seek employment opportunities for them as students and as graduates. The university has enlisted over 100 employers who work with the university in placing handicapped interns and finding full-time employment for disabled graduates. Several creative components make up the university's program of education and preparation for employment of disabled students; the university operates an academic internship center and a career planning and placement center, as well as a learning resource center, all especially set up to serve disabled students.

■ The **University of Maryland at Baltimore** designed a masters degree program in social work for deaf and hearing-impaired students who upon graduation go to work in vocational rehabilitation and other social service agencies providing services for deaf and hearing-impaired persons. The students are also placed in internships at such agencies as part of the program.

Results: All graduates have obtained employment and the university receives numerous inquiries seeking deaf and hearing-impaired social workers.

★ **Southern Illinois University at Carbondale** established a career planning and placement program that conducts workshops on interviewing skills, adjusting to relocation, and mobility orientation. On-campus interviews are arranged, and the director makes presentations to major corporations and businesses about hiring disabled persons.

Results: During the past four years, more than 350 disabled students have graduated. Ninety percent of the disabled students graduating have been placed in employment

★ The **Brooklyn Center of Long Island University** (Brooklyn, New York) developed a "CAREER DIRECTIONS" program especially for disabled freshmen and sophomores. The program provides career information based on observation and first-hand experience, and makes use of videotaped reports on many vocations. After selecting a vocation,

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the student is helped to begin preparing immediately for employment. Preplacement in private industry, public agencies, or government work may take a semester or longer since some students require special self-care and medical arrangements.

■ **George Washington University** (Washington, D.C.) has a job development lab that works with severely handicapped individuals and local employers to make physical adaptations to accommodate handicapped employees.

Results: Six students have graduated from the program and have become employed or have gone on to graduate school. Many disabled persons have upgraded their skills and secured better positions by taking job-related classes or certificate courses.

■ **Northeastern University** (Boston, Massachusetts) was one of the first universities in the country to investigate cooperative education. In 1974, a pilot program was set up that made cooperative education available to disabled students. After the freshman year, students spend alternating periods in the classroom, and on the job, adding up to a full year of on-the-job experience. Students enrolled in the cooperative education program take five years to earn their degrees. Currently, 12 disabled students are participating.

Results: Since 1978, ten disabled students have graduated, and all but one are employed.

■ The **University of Colorado, Boulder** encourages and assists disabled students in finding part-time and summer employment while in school. Special efforts are given to job development for and placement of severely disabled students.

■ **Brookdale Community College** (Lincroft, New Jersey) counsels disabled students on how to make realistic career choices; conducts workshops on assertiveness, job searching, and interviewing techniques; and works with employers to demonstrate the abilities of handicapped workers.

■ **Gallaudet College** (Washington, D.C.) organized Experiential Programs Off Campus (E.P.O.C.) which provides internships and cooperative education assignments in government and industry to hearing-impaired students.

■ **Iowa Western Community College** (Council Bluffs, Iowa) provides a complete program of transition and tracking of disabled students from secondary school to employment and subsequent follow-up. Services include vocational assessment, career orientation and exploration, work experience, individual career planning, developmental studies, job seeking skills training, and follow-up counseling.

■ **Florida Junior College** (Jacksonville, Florida) enrolls 40 handicapped youths in a specially designed vocational and instructional support program of regular classes followed by six months of on-the-job training with local businesses. To ease the disabled persons' transition into the job, the college also conducts awareness workshops for their supervisors and co-workers.

■ **Moorpark College** (Moorpark, California) provides a skills assessment program to help disabled students make informed and realistic career choices. Students perform a variety of real or simulated tasks while their performance is observed and analyzed to determine if they are ready for direct job placement, or if they need additional training or assistance such as physical or psychological evaluation.

■ **Seminole Community College** (Sanford, Florida) interviews and gives actual mini-jobs to its disabled students as a part of its several vocational programs specifically designed for disabled persons. The mini-jobs serve as a way of assessing the students' aptitudes for a wide variety of possible career choices and gives the student a chance to have experiences on which to base career choices.

■ **Chicago City-Wide College** (Chicago, Illinois) conducts six-month, on-the-job training programs for developmentally disabled adults (those adults with conditions such as mental retardation or cerebral palsy that originate before the person reaches 18 years of age, and can be expected to continue indefinitely). These persons are trained to be food service workers, clerical workers, nurses' aids, and hotel housekeepers. Job coaching, counseling, and placement are all part of the vocational program.

Results: Ninety percent of all vocational students who complete the program are placed in competitive jobs. The college provides educational and vocational programs for over 100 developmentally disabled adults.

■ **Metropolitan State College** (Denver, Colorado) set up a "College for Living" which trains and motivates developmentally disabled adults to work and live independently. The program was built around the specific needs identified by the "students": skills of independent living, sources of assistance in the community, and day-to-day mobility in a large city. Other college student volunteers working in the program gain valuable hands-on teaching experience.

Results: This innovative living/learning complex began with five students in 1974 and now serves 200 developmentally disabled students.

■ The **University of Hawaii's Honolulu Community College** trains developmentally disabled adults in prevocational and job-related skills, and places them in various work situations on campus and in the community where on-the-job training is continued. Nonhandicapped college students serve as "buddies" to help the disabled adults adjust to school and work situations for the duration of the year-long training program. The program currently serves 12 disabled persons.

8

Ideas On

Promoting Recreational Programs For Disabled Students

The Problem

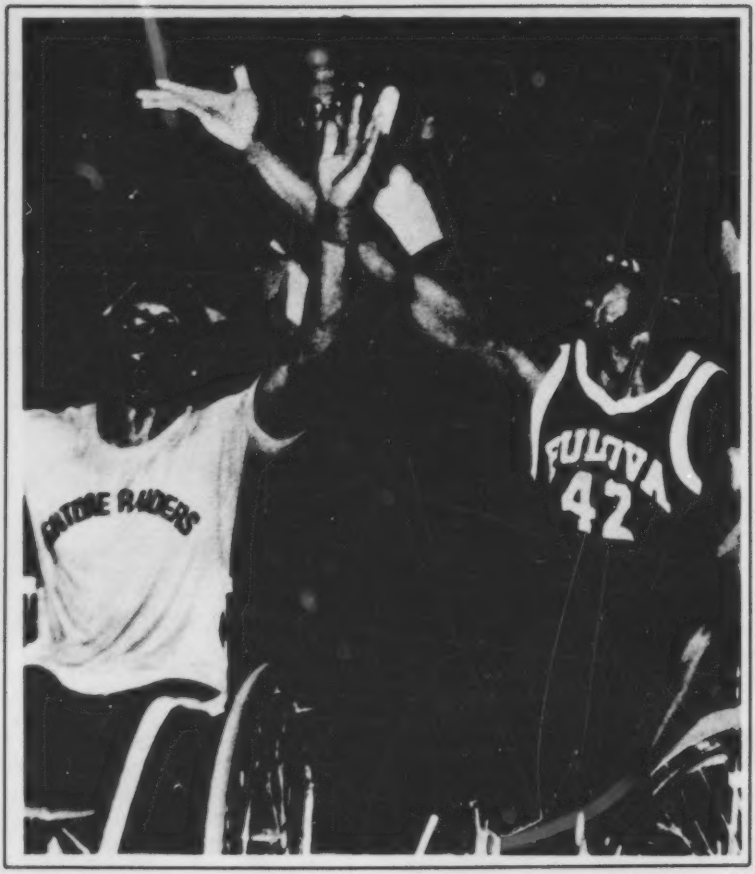
Handicapped students have been unable to participate in collegiate athletics, intramural sports, and other recreational activities typically available on college campuses.

The Challenge. . . to adapt existing programs and form new programs to enable disabled persons to participate in athletic events and social recreational activities at college.

The Ideas

■ **Brooklyn College of the City University of New York's** disabled student organization has been the driving force responsible for the organization of a recreational group that meets weekly for sports activities and socializing. Swimming, floor hockey, wiffleball, volleyball, ping-pong, and basketball are offered, using modified rules and equipment. The recreation group also recruits and trains volunteers in the techniques of sports activities for disabled students, and acts as a referral service that keeps abreast of new laws and special equipment. Funds for equipment, printing and uniforms are provided by outside, private organizations.

Results: Brooklyn College has become a recreational center for disabled persons in the community. It is also the training site of the Special Olympics Foundation, an organization which sponsors athletic games for disabled persons and trains the athletes. A handbook on community facilities accessible to the disabled has been published.



★ **Boston University** (Boston, Massachusetts) encourages physically handicapped persons to participate in individual recreational programs and team sports. A special lift has been installed at the swimming pool, special bowling chutes allow participation by even the most severe quadriplegic, and other recreational facilities have been modified wherever possible to avoid having separate programs for disabled students. The university also periodically hosts the Bay State and New England Wheelchair Games which include events in track, slalom, weight lifting, swimming, and table tennis.

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★ **Temple University** (Philadelphia, Pennsylvania) sponsors the Wheelchair Sports Spectacular which offers top wheelchair athletes in the country an opportunity to compete in a number of sports such as archery, wheelchair basketball, wheelchair racing, slalom, shot put, weight lifting, and other events. The National Theatre of the Deaf highlights the special talents of deaf students and provides them with the opportunity to work with professional actors and directors. Other on-campus activities for the disabled include instruction in self-defense, adapted sailplaning (hang gliding), and rowing. University fraternities and sororities provide volunteers to help disabled students in all major events.

★ **Southern Illinois University at Carbondale** set up a "Recreation for Special Populations" program which offers to disabled students a wide range of competitive and noncompetitive recreational and intramural activities. The "Squids" wheelchair athletic club fields teams that compete in wheelchair basketball, field, and track with other teams around the country. Other competitive activities include bowling, swimming, beep-ball for the visually impaired, canoeing, floor hockey, football, "gumball" rallies, racquetball, soccer, table tennis, target rifle shooting, weight lifting, *boccia* ball, and other indoor and outdoor activities. Activities take place in the student recreation center which was specifically designed to be fully accessible to disabled students. The program also provides valuable practicum and internship experience for university students majoring in physical education.

■ The **University of Colorado, Boulder,** located at the foot of the Rockies, finds that skiing, camping, and other outdoor activities are popular among both its disabled and able-bodied students. Swimming, bowling, handball, and pool are also available on campus for disabled students.

■ **University of North Dakota** (Grand Forks, North Dakota) offers many recreational courses such as swimming, horseback riding, macrame, summer road racing, and is currently developing track, field, and swimming competition adapted for handicapped students. In addition, the "Wallbangers" wheelchair basketball team plays against a number of conference teams within a five-state area and in Canada.

■ The **University of Missouri–Columbia** and the **University of Northern Colorado** (Greeley, Colorado) offer a wide variety of

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recreational activities for disabled students. The **Joseph Bulova School of Watchmaking** (Woodside, New York) reports that it was one of the first institutions to encourage wheelchair sports.

■ **Mesa Community College** (Mesa, Arizona) holds an annual intercampus sports fair featuring equally competitive events for able-bodied and handicapped participants, and **Tarrant County Junior College** (Hurst, Texas) organized a wheelchair basketball team to provide recreation for its disabled students. **Pasadena City College** (Pasadena, California) also sponsors an annual "Jog-Wheel-A-Thon" for disabled and able-bodied persons which last year drew 500 participants.

9

Ideas On

Adopting Technology To Serve Disabled Students

The Problem

Handicapped students have often needed highly specialized, sometimes custom-made, equipment to overcome the limitations created by their disabilities.

> **The Challenge** . . . to provide the necessary equipment or devise innovative technologies to assure disabled students access to all academically required activities.

The Ideas

■ **Gallaudet College** (Washington, D.C.) installed telephone devices for the deaf (TDDs) beside all pay phones in college dormitories, and equipped a number of telephones on campus with amplifiers. All campus offices are equipped with telephones that flash a light in addition to ringing. Dormitories are equipped with flashing doorbell light signals and strobe lights for fire alarms. Persons knocking on any dormitory door can also blink the inside ceiling light with an outside switch. Students who are both blind and deaf greet visitors when they feel a soft breeze created by a fan attached to the doorbell light switch. In some of its newer buildings, Gallaudet mounted its plant utility equipment, such as heating and cooling units, onto springs and teflon-coated pads to reduce vibrations which are very distracting to deaf students in the classroom.

■ The **University of Wisconsin–Madison** has many aids for visually impaired students, including: the Aud-a-dexer, which indexes tapes with a tone placed on the tapes; the Audicator, which emits tones whose pitch depends on the amount of light; the Speech-Plus Talking Calculator, which announces all entry keystrokes and answers; and the

Copycorder, which records, plays, edits, and condenses tapes. The university also recently purchased a braille printer which operates as a computer output terminal. Anyone with or without a knowledge of braille can enter conventional text and produce braille with this equipment. Three blind students are currently using this new printer.

■ **Bernard Baruch College of the City University of New York** set up The Baruch Computer Center for the Visually Impaired, which provides instruction in the use of the computer by sight-impaired students as an aid to learning, and offers a number of courses in computer programming and computer literacy for such students. The center also has a Tactual Graphics Facility which invented a process for producing masters of tactile maps, diagrams, and graphics for blind students which can be reproduced at a low cost per copy. The center prepares such masters for other institutions which then reproduce copies at their own campuses.

■ **Utah State University** (Logan, Utah), which enrolls many hearing-impaired students including prelingually deaf students, pioneered the use of a "Listening and Speech" device (it transmits a special frequency from a microphone in the classroom which hearing aids receive and amplify for hearing-impaired students). The university also offers an "Educational Audiology" major and an "Oral Interpreter Training Program"; both emphasize the use of technological devices in teaching and serving deaf persons.

■ The **University of Oklahoma at Norman** uses a particularly innovative "talking typewriter" which audibly announces keystrokes, developed by a university professor in the computer science department. Several blind students are currently learning to operate this machine. In addition, the university put braillers, tape recorders, and a visual magnifier in a special reading room for blind and visually impaired students.

■ **Wichita State University** (Wichita, Kansas) offers as one of many instructional aids for blind and visually impaired students, the loan of an "audio reader"—a small radio receiver with "rabbit-ear" antenna and a single knob which picks up a special radio frequency. The campus radio station broadcasts daily readings from the local newspapers, in-depth reports of recent national and local news, advertisements, and job openings. About 400 to 500 homes in Wichita are equipped with the special receivers.

■ The **City University of New York** has built a number of special restrooms equipped with showers, signaling devices, and alarms for handicapped persons only. To increase the number of restrooms provided while holding down costs, they were designed to serve as unisex facilities.

★ **California State University, Northridge** renovated an area to provide a place for students in wheelchairs to study between classes, and a wheelchair storage facility where students' electrically powered wheelchairs can be recharged overnight. Some individuals prefer to use an electric-powered wheelchair only when on campus; this facility allows commuting students to avoid having to load and unload the heavier electric-powered wheelchairs each day.

★ **Boston University** (Boston, Massachusetts) has two types of bowling chutes on campus, enabling even the most severely disabled quadriplegic to bowl. A lift has been installed at the university pool and a closed-circuit television reading enlarger allows partially sighted individuals access to printed materials.

■ **Arizona State University** (Tempe, Arizona) hired a blind student to make braille tabs for elevators and doors on its campus. Braille tabs identify all classrooms and restrooms and are always located to the left of the doorway.

■ **Iowa Western Community College** (Council Bluffs, Iowa) installed 11 telephone typewriters (TTYs) in dormitories to serve the communication needs of deaf students living on campus.

■ Senior engineering students at the **University of Connecticut** (Storrs, Connecticut) designed mechanical engineering solutions to help mobility-impaired students overcome obstacles on campus. Students who use wheelchairs consult with engineering students and work with them to find solutions to their problems.

■ The **University of Iowa** (Iowa City, Iowa) offers to its hearing-impaired students a number of auditory training units. The units consist of a wireless microphone and a small receiver. For classroom use, the instructor wears the microphone and the student wears the receiver.

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★ **Miami-Dade Community College** (Miami, Florida) and
★ **El Camino College** (Torrance, California) have adapted the use of television to deliver courses to homebound and hospitalized students.

■ **St. Mary's Junior College** (Minneapolis, Minnesota) makes extensive use of specialized equipment such as braille measuring devices, timers, and audible light probes, and has adapted other equipment as part of its modified curriculum to train blind and visually impaired students as occupational and physical therapist assistants.

■ **Los Angeles Harbor College** (Wilmington, California) uses computer-assisted independent study programs to help students overcome learning disabilities.

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10

Ideas On

Forming Disabled Student Organizations

The Problem

Disabled students must make unique adjustments in addition to those encountered by every student entering college. Also, they often find that they are not fully informed about their rights as disabled persons and that they need an advocate to represent their interests on campus.

> **The Challenge** . . . to assist disabled students to form self-help and advocacy organizations that will help ease their transition to college life, educate them as to their rights, and seek changes on campus to accommodate their needs.

The Ideas

■ The **State University of New York at Buffalo** helped organize the "Independents", a student group which has become influential on campus, participating in student politics and university committees. This group recently initiated an independent living center modeled after the one in Berkeley, California. Composed of able-bodied as well as disabled students, the Independents meets weekly, publishes a newsletter, sponsors social affairs, and sets up recreational programs and awareness day activities.

■ **Brooklyn College of the City University of New York** has a disabled students' organization named "Students Organized For Every Disability United For Progress" which is known by its acronym "SO FED UP." Since the early 1970s, SO FED UP has been a driving force for the establishment of academic support services for disabled students. It has also created an extensive recreational program specially adapted for disabled students.

■ **Northeastern University** (Boston, Massachusetts) founded a disabled students' organization that produces a quarterly newsletter called "Update." Through this newsletter, students share information on matters of interest to them ranging from the services that the university provides to the status of federal government legislation affecting disabled persons.

■ **Kent State University** (Kent, Ohio) offers to its disabled and able-bodied students membership in "Students for Mobility." The group works to eliminate architectural barriers encountered by handicapped students on campus and also promotes a variety of athletic activities for students who use wheelchairs.

■ **Ramapo College of New Jersey** (Mahwah, New Jersey) sponsors a club, Society to Educate and Assist Ramapo College Handicapped (SEARCH), run and controlled by handicapped students. The club provides opportunities for many social and cultural activities such as trips to Broadway plays, concerts, museums, horseback riding, picnics, and parties. SEARCH also sponsors an annual swim-a-thon to raise funds for additional equipment.

■ **Iowa State University** (Ames, Iowa) sponsors a handicapped student organization that serves as a support group for handicapped students on campus. The group has been instrumental in assisting the university with architectural accessibility, preparing an accessibility map for student use, and publishing a brochure explaining the areas of service and programs available for students with disabilities.

■ **Purdue University Calumet** (Hammond, Indiana) encouraged the development of a strong disabled student organization which has effected many changes on campus, including working to make all science labs accessible and raising scholarship money by selling hand-crafted items. This group also holds social events at local restaurants to check accessibility and encourages businessmen to make their buildings accessible.

■ The **University of Iowa**'s (Iowa City, Iowa) handicapped students formed a student group that meets monthly to discuss physical and attitudinal barriers on campus and in the community, to consider policies affecting handicapped persons, and to plan social and recreational activities. This group also sponsors educational and service programs, and plays an advocacy role on behalf of handicapped individuals.

■ Other institutions encouraging the formation of student groups include the **University of Minnesota at Duluth** which has a disabled student group called UNICORN; the **University of California, Riverside** which established a disabled students' union to serve as a forum for disabled students on campus; and **Fort Steilacoom Community College** (Tacoma, Washington) which formed the Barrier Breakers Club whose purpose is to educate the college community about the needs of disabled persons.

11

Ideas on

Exchanging Program Ideas Among Institutions

The Problem

College and university personnel, faced with the difficult problem of fully serving disabled students, have been unaware of the successful efforts at many other colleges and universities to meet the needs of disabled students.

The Challenge . . . to share information with other higher education institutions about innovative ideas and successful programs for disabled students.

Note: In reporting to the Academy, many institutions noted the importance of the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE) in nationwide efforts to promote information sharing among institutions. AHSSPPE, established in 1978 by a group of concerned directors of programs for handicapped students, holds annual conferences for its 500 member institutions and organizations, publishes a newsletter, and sponsors workshops. It is the only national association representing handicapped student programs at colleges and universities. For more information contact AHSSPPE president, Janet Huss, at Iowa State University.

The Ideas

★ **Boston University's** (Boston, Massachusetts) staff participates in national lecture series, makes conference presentations, and consults with other institutions. The program director has published numerous

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book chapters, booklets, and articles about the university's program which are widely circulated by the university's news bureau to consumer, rehabilitation, and postsecondary educational journals. Upon completion of a new project, such as the taped campus directory and walking orientation, the university also produces a "how we did it" report for distribution to other institutions. The university notes that it does not offer ultimate program answers; its intention is to contribute to greater sharing of ideas among institutions.

★ **Ball State University** (Muncie, Indiana) has developed extremely adaptable attendant care services about which it shares forms, format, and rationale with any interested institutions. Ball State has also developed an information packet to answer requests for information about its program. The director of the program has conducted numerous workshops and offers consultations with other institutions.

■ **Kent State University**'s (Kent, Ohio) director of handicapped student services has made presentations at more than 25 state and national conferences promoting the expansion of educational and career opportunities for disabled persons.

■ **American University** (Washington, D.C.), together with 25 other capital area colleges and universities, formed a Disabled Student Services Coalition which shares information and resources, monitors current legislation, and promotes the rights and opportunities of disabled students in higher education. Each fall, the coalition also sponsors awareness month programs on each of its member campuses.

■ **Iowa State University** (Ames, Iowa) established a state-wide council to identify and solve problems encountered by handicapped persons and to disseminate information on the subject. Activities include exhibits and handouts containing information about disabilities, a film festival, and a panel discussion featuring handicapped scientists in the state of Iowa. The coordinator of Handicapped Student Services is also president of AHSSPPE.

■ The **State University of New York at Buffalo** held a major national conference entitled, "Workshop on Communication Networks that Promote Opportunities in Postsecondary Education for the Handicapped." An important result was the publishing of a book by the same title which included a comprehensive directory of organizations and in-

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formation relating to higher education and handicapped individuals. The book was distributed to over 1,500 national and state organizations, and to all institutions who are members of AHSSPPE.

■ **Wright State University** (Dayton, Ohio) sponsored two national AHSSPPE conferences on disabled students in postsecondary education which were attended by 250 to 300 individuals from colleges, universities, and organizations for handicapped persons. The purpose of these conferences was to disseminate innovative ideas and strategies that have been developed at Wright State and other institutions across the country. The results were published and distributed following each conference.

■ **Ramapo College of New Jersey** (Mahwah, New Jersey) has held seven major conferences on campus during the past four years, each focusing on a major aspect of the lives of disabled persons. The director of its disabled student program has also made presentations about the program's philosophy at national and international conferences.

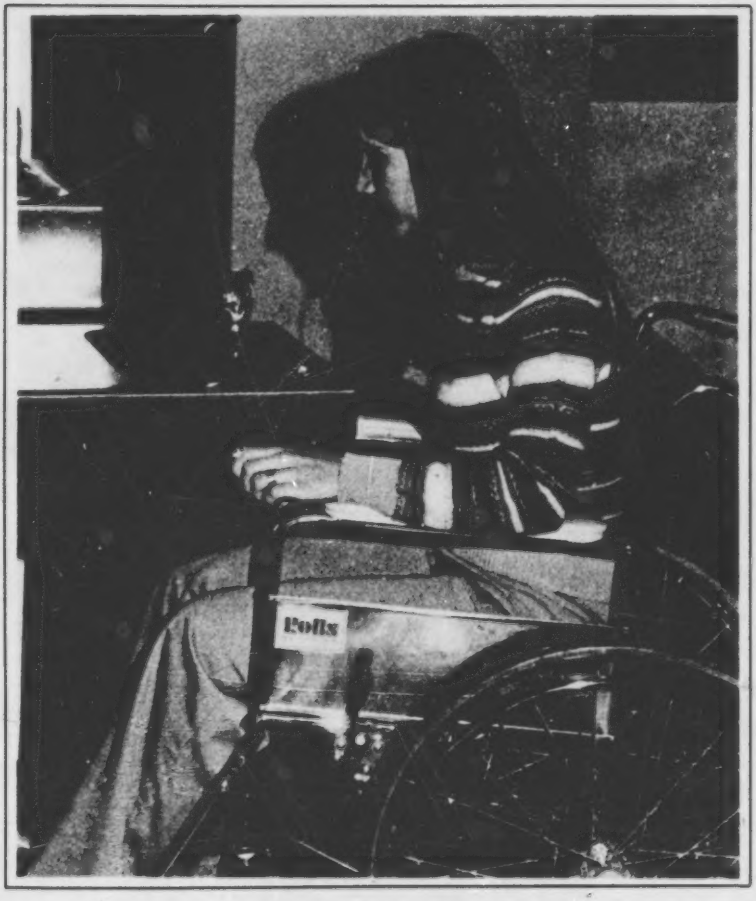
■ **Waubonsee Community College**'s (Sugar Grove, Illinois) program staff are currently working with 15 other colleges under a Higher Education Cooperative Agreement Grant from the U.S. Department of Education. The staff serves as specialists in helping other colleges meet the needs of students with hearing impairments. Recently, the staff also provided consultation and copies of its interpreter training program materials to help the state of Texas develop a similar program. Satellite programs enrolling five hearing-impaired students have begun at two neighboring community colleges; programs at the other cooperating colleges are to be started over the remaining term of the grant.

■ **Metropolitan State College** (Denver, Colorado) has widely spread information about the success of its "College for Living", an innovative living/learning complex housing 200 developmentally disabled adults. The program is built around specific needs identified by the "students" such as skills of independent living, sources of assistance in the community, and day-to-day mobility in a large city. Other college student volunteers working in the program gain valuable hands-on teaching experience.

Results: The "College for Living" has served as a model for the development of 26 similar programs throughout the nation.

■ **Queensborough Community College of the City University of New York** (Bayside, New York) began experimenting in 1973 with delivering educational programs to homebound persons. Over the years its success with the program has been widely touted, and its program staff have assisted in the development of similar programs for homebound students at ten other postsecondary institutions.

■ **Gallaudet College** (Washington, D.C.), a highly specialized, federally funded institution primarily for deaf and hearing-impaired students, has widely shared its expertise with other colleges and has assisted in setting up satellite programs at a number of other campuses.



12

Ideas on

Raising Funds To Provide Education to Disabled Students

The Problem

In many cases, providing education for disabled students has involved substantial added costs such as those for: a) hiring program coordinators, readers, interpreters, etc; b) adapting curricula to meet handicapped students' needs; c) purchasing specialized equipment; and d) modifying buildings to make them accessible.

The Challenge . . . to find creative ways to raise funds to cover the additional costs of educating handicapped students.

The Ideas

■ **Augsburg College** (Minneapolis, Minnesota) planned a major fund-raising campaign—"Making a Way"—and raised $280,000 from 275 Lutheran churches and another $470,000 from corporations, alumni, and friends for the removal of architectural barriers. Funds were raised through meetings with church councils, film presentations, and oral presentations, all of which was made possible by the dedicated efforts of many faculty volunteers.

★ **Barnard College**'s (New York, New York) Dean for Disabled Students, although confined to a wheelchair, raised almost a million dollars for the college's disabled students' program through active correspondence with private foundations and colleagues, outside rehabilitation organizations, and friends and experts in the field of disability.

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■ **Madonna College** (Livonia, Michigan), until recently a small, traditional liberal arts college, spent $1,255,000 over the past five years on facility modifications and developing and conducting its interpreting and tutoring programs for the deaf. A substantial part of that amount was paid with funds from local service groups, such as the Lions Club, and grants from private foundations and the Fund for the Improvement of Postsecondary Education.

★ **St. Andrews Presbyterian College** (Laurinburg, North Carolina), because the costs were simply too high for a small institution (754 students), persuaded private foundations and other organizations to donate money for operations, facility renovations, and equipment purchases needed to support the programs for its 50 disabled students, most of whom are severely disabled (for example, 28 quadriplegics).

Results: A special fund-raising campaign was launched in 1977 and to date, $788,919 in gifts and pledges has been raised.

■ **Wichita State University** (Wichita, Kansas) was able to persuade community organizations, churches, disabled veterans chapters, and well-wishers to provide wheelchairs, tape recorders, digital braille clocks, large print copies of current periodicals, telephone push-button attachments, blank tapes, braille transcribing paper, and mobility canes.

■ **Fort Hays State University** (Hays, Kansas) set up a committee of community and university representatives that raised local funding with the cooperation of the state Easter Seal Society. Some of the funds were raised to buy a used van which university students are hired to drive, providing transportaion not only for disabled students but also other disabled members of the community.

■ The **University of Northern Colorado** (Greeley, Colorado) enlists the help of community members who provide funds, equipment, transportaton, and attendant care assistance and sponsor special projects serving the university's 200 disabled students.

■ The **University of Wisconsin–Oshkosh** has received several hundred thousand dollars over the past three years in appropriations from the state to pay for modifying buildings and purchasing a wide array of sophisticated equipment to better accommodate its estimated 50

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to 70 disabled students. It also obtained $12,000 worth of donated equipment and is currently seeking additional contributions to pay for installing a wireless listening system in the theaters and music hall for use by hearing-impaired persons.

A

The 166 Nominated Programs

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
American River College's Enabling Center conducts workshops to improve awareness and understanding about disabled persons as the college increased its disabled student enrollment from 30 to 660 over the past ten years. A physical education program adapted for handicapped students is central to the college's success in serving students with all types of disabilities.	Mr. Jon P. James Counselor/Enabler American River College 4700 College Oak Drive Sacramento, CA 95841 (916) 484-8529
American University, together with other capital area colleges and universities, formed a Disabled Student Services Coalition which shares resources, sponsors awareness workshops, and helps member institutions overcome limitations on their abilities to respond to the needs of disabled students. In four years the university has, without special funding, increased enrollment from 5 to 85 disabled students.	Ms. Whitney Stewart Director, Office of Student Activities and Special Services Mary Graydon Center #216 American University Nebraska & Massachusetts Avenues Washington, D.C. 20016 (202) 686-2070 (202) 686-6888 (TTY)
Arizona State University identified and trained staff and faculty from each department to work with disabled students as it doubled its disabled student body over the past five years.	Mrs. Tedde Scharf Coordinator, Special Services for Disabled Students Arizona State University Student Health Service Tempe, AZ 85287 (602) 965-7220

Note: This appendix lists and briefly describes program ideas and innovative approaches of all the 166 colleges and universities which were nominated as candidates for Certificates of Achievement and which submitted information to the Academy for Educational Development.

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Augsburg College planned a major fundraising effort—"Making a Way"—and raised $280,000 from 275 Lutheran churches and another $470,000 from corporations, alumni, and friends for removal of architectural barriers. The recently completed renovations are to enable mobility-impaired students to pursue a traditional liberal arts education. A center, initiated by Augsburg faculty members but now independent, provides support services to disabled students on campus and helps disabled students throughout the midwest to choose and gain entry into a college or university program.	Mr. A.B. Batalden Assistant to the Vice President for Development Augsburg College 731 Twenty-first Avenue South Minneapolis, MN 55454 (612) 330-1183
Austin Community College assigned and trained key persons at each campus to assist disabled students. Within two years the college increased its enrollment of disabled students from virtually none to 400.	Mr. David A. McKay Coordinator, Special Student Services Austin Community College P.O. Box 2285 Austin, TX 78768 (512) 476-6381, Ext. 583
Ball State University, an early leader in serving disabled students and sharing its ideas with other colleges and universities, designed its programs and facilities to enable its 160 handicapped students to achieve a high degree of independence. The university's program is a recognized model and its staff actively participate in national organizations such as the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE).	Mr. Richard W. Harris Director, Handicapped Services/Orientation Ball State University B-1 Student Center Muncie, IN 47306 (317) 285-5293

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Barnard College, in 1978, committed itself to becoming a leader in providing education to disabled women. The college appointed a Dean for Disabled Students and, in three years, raised $1 million. Aggressive recruitment has doubled the enrollment of disabled women, who are well integrated into both academic and social programs at the college.	Ms. Julie V. Marsteller Dean for Disabled Students Barnard College 606 West 120th Street New York, NY 10027 (212) 280-4634
Boston University, through lectures, presentations, and publications has promoted and advanced educational opportunities for disabled students at other institutions across the nation. Its own programs and extensive support services for handicapped students are models for other institutions. Support services are decentralized and handicapped students are integrated into all academic programs.	Mr. Alfred H. DeGraff Director, Disabled Student Services Boston University 775 Commonwealth Avenue Boston, MA 02215 (617) 353-3658 (Voice or TTY)
Bowling Green State University's Disabled Student Services Office conducts awareness activities and intervenes when necessary to help any of its 150 disabled students overcome obstacles or cut through bureaucratic "red tape."	Ms. Janet L. ScottBey Director, Handicapped Services Bowling Green State University Bowling Green, OH 43403 (419) 372-0495
Brookdale Community College established a career information center which counsels disabled students on how to make realistic career choices. Workshops on assertiveness training, job searching and interviewing techniques prepare students for work. Staff members work with employers to demonstrate the abilities of handicapped workers.	Mr. Arthur E. Marshall Advisor to Disabled Students Brookdale Community College Newman Springs Road Lincroft, NJ 07712 (201) 842-1900, Ext. 338

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Cabrillo Community College operates an off-campus rehabilitation center which provides instructional, physical, occupational, and speech therapy to stroke victims. In addition, a learning disabilities program on campus tests and prescribes programs for learning-disabled students. The college enrolls 960 disabled students.	Mr. William Hewitt Director, Supportive Service Program Cabrillo Community College 6500 Soquel Drive Aptos, CA 95003 (408) 425-6379
California State Polytechnic University modified its educational policies and curricula for disabled students. In addition to providing basic support services, the university arranges for specialized educational materials, makes appropriate referrals to on- and off-campus resources, and acts as liaison with faculty and staff for disabled students.	Ms. Carol A. Goldstein Director, Disabled Student Services California State Polytechnic University 3801 West Temple Avenue Pomona, CA 91768 (714) 598-4810
California State University, Northridge established the federally funded National Center on Deafness in 1964. The center enables its deaf students to obtain full access to classroom instruction and extracurricular activities. In addition, the center's extensive array of sophisticated equipment—voice controlled computers, a tactile prints program, diagnostic testing for learning disabled students—provide unusual opportunities for students with other disabilities.	Dr. Ray L. Jones Director, National Center on Deafness California State University, Northridge 18111 Nordhoff Street Northridge, CA 91330 (213) 885-2611
Central Piedmont Community College has integrated its regularly scheduled biology classes by having blind and visually impaired students use clay and seeds to construct models of and observe the behavior of chromosomes and genes, while the other students examine the same behavior under microscopes.	Mr. Costas S. Boukouvalas Director, Special Services Central Piedmont Community College P.O. Box 4009 Charlotte, NC 28204 (704) 373-6739

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Central Washington University's 92 handicapped students live on campus in accessible rooms, participate in campus programs and activities, and are provided supportive services. A special program offers extra instruction to learning-disabled students as well as training for instructors on how to adapt teaching techniques.	Ms. Ann Thompson Coordinator, Handicapped Student Services Central Washington University Ellensburg, WA 98926 (509) 963-2171 (Voice or TTY)
Charles Stewart Mott Community College in 1977 set up the first program for hearing-impaired students in the state of Michigan, which was later expanded to include an interpreter-training program and additional services for students with other disabilities. The college's system of monitoring and evaluating makes a staff member "casebound" to 30 to 40 disabled students for the duration of their studies.	Ms. Marguerite L. Fordyce Coordinator, Handicapped Student Services Charles Stewart Mott Community College 1401 E. Court Street Flint, MI 48503 (313) 762-0399
Chicago City-Wide College conducts a six month on-the-job training program for developmentally disabled adults to be employed in such areas as food service workers, nurses' aides, clerical workers, and hotel/housekeepers. Homebound students use radios and computer terminals in their homes to earn advanced certificates in data processing.	Ms. Ellen McMahon Coordinator, Services for the Developmentally Disabled Chicago City-Wide College 185 N. Wabash Avenue Chicago, IL 60601 (312) 977-2551
CUNY, Bernard Baruch College operates a computer center for visually impaired students. Center staff teach computer skills, conduct research, and provide information and consultation. Its Tactual Graphics Facility prepares maps, diagrams, and graphics for blind students using a special process which allows them to be duplicated at a very low cost per copy.	Professor Viola Rosenheck Counselor, Services for Disabled Students CUNY, Bernard Baruch College 17 Lexington Avenue New York, NY 10010 (212) 725-4458

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
CUNY, Brooklyn College's disabled students set up a recreational activities group which meets weekly for sports and socializing. Swimming, floor hockey, wiffleball, volleyball, ping pong, and basketball are offered. The college has become a recreational center for disabled persons in the local community.	Ms. JoAnn DeSantis Assistant Director of Recreation and Intramurals CUNY, Brooklyn College Bedford Avenue & Avenue H, Rm. 131R Brooklyn, NY 11210 (212) 780-5372
CUNY, College of Staten Island set up a centralized office of special student services to assist disabled students with registration, scheduling, counseling, and other services. The office views itself as an advocate for promoting the interests of disabled students in dealing with the administration and faculty of the college.	Dr. Audrey Glynn Director, Special Student Services CUNY, College of Staten Island 715 Ocean Terrace Staten Island, NY 10301 (212) 390-7626
CUNY, Hunter College formed a panel consisting of one faculty member from each department. The panel links the Office of Student Services with the departments, creates awareness of legal mandates, and helps faculty adapt standard procedures of teaching to meet the needs of the college's 127 disabled students.	Ms. Florence W. Hartstein Coordinator for Disabled Students CUNY, Hunter College 695 Park Avenue New York, NY 10021 (212) 570-5284
CUNY, Kingsborough Community College created individual instructional programs for 28 learning-disabled students that include tutoring, counseling, and classes in basic skills and social development. The college also designed a course which trains special education students to work with disabled students.	Dr. Irwin Rosenthal Director, Learning Opportunities Center CUNY, Kingsborough Community College Oriental Boulevard, Manhattan Beach Brooklyn, NY 11235 (212) 934-5270

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
CUNY, LaGuardia Community College has two programs for disabled students: 1) a special program of credit and non-credit courses for deaf students, and 2) regular programs for students with other disabilities, with supportive services provided by the Dean of Students' office.	Mr. Robert Durfey Counselor CUNY, LaGuardia Community College 31-10 Thompson Avenue Long Island City, NY 11101 (212) 626-2700
CUNY, Queens College set up a peer counseling program that trains and pays able-bodied students to counsel their handicapped peers. The program provides work experience that is often useful in obtaining employment in related fields after graduation.	Ms. Gail Uellendahl Director, Special Services CUNY, Queens College Kissena Boulevard Flushing, NY 11367 (212) 520-7636
CUNY, Queensborough Community College in 1973, began a unique experimental project which brings education to homebound students via a telephone conference system. Homebound students are admitted to regular programs of study and are subject to the same course requirements as their able-bodied peers. Counselors, tutors, notetakers, and readers are provided as well as a full range of courses in liberal arts and occupational education.	Ms. Merrill D. Parra Director, Homebound Program CUNY, Queensborough Community College 56th Avenue & Springfield Blvd. Administration Building, A409 Bayside, NY 11364 (212) 631-6397
Clayton Junior College, without setting up a special office or program for disabled students, simply began to organize faculty and staff attentions to the needs of its 20 disabled students enrolled. The college is attempting to come to grips with how it will finance the higher unit costs as more disabled students are attracted to its programs in the future.	Mr. Robert C. Bolander Dean of Students Clayton Junior College P.O. Box 285 Morrow, GA 30260 (404) 961-3510

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Colorado State University emphasizes the use of existing resources—both on campus and off—to fulfill the special needs of its disabled students rather than setting up unnecessary new services. To this end, the university set up a resource library and information center and also provides in-service training to help faculty develop new teaching methods for disabled students.	Ms. Rosemary Kreston Director, Office of Resources for Disabled Students Colorado State University 112 Student Services Building Ft. Collins, CO 80523 (303) 491-2221
Columbus College analyzed all of its programs to determine which courses could not be successfully completed by handicapped students, and then authorized course substitutions which would enable them to complete the program. Buildings and facilities have been modified to make the campus more accessible to mobility-impaired students.	Mr. Alan F. Twichell Section 504 Coordinator Columbus College Columbus, GA 31993 (404) 568-2221
Columbus Technical Institute's disabled students participate in a wide range of technical courses, including a particularly successful data processing class. The institute emphasizes adapted equipment as well as adapted written material for use by disabled students.	Ms. Kathleen M. White Supervisor, Handicapped Student Services Columbus Technical Institute 550 East Spring Columbus, OH 43216 (614) 227-2570
Community College of Allegheny County stresses one-to-one working relationships between disabled students and counselors. Individualized service begins with an interview, testing, and registration, and continues through to final placement in a job or transfer to a four-year college or university.	Ms. Mary Beth Doyle Assistant Director, Special Services Community College of Allegheny County 808 Ridge Avenue, Room C324 Pittsburgh, PA 15212 (412) 321-3001

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Community College of Denver established a center that serves more than 1,000 disabled students representing 30 disabilities and provides approximately 100 different types of support services. Because of its early commitment to serving handicapped students, all facilities have been constructed with barrier-free design.	Mr. Kenneth L. Bosch Director, Center for the Physically Disadvantaged Community College of Denver 3645 West 112th Westminster, CO 80030 (303) 466-8811
Community College of Philadelphia's program goes beyond merely providing support services, by offering special workshops on legal rights, health issues, classes in English skills, and seminars in sign language. Counseling plays a major role in the program.	Ms. Sharon Woltz Programs for Handicapped Persons Community College of Philadelphia 34 South 11th Street Philadelphia, PA 19107 (215) 972-7224
Cuyahoga Community College teams designed individual instructional programs for faculty to use with handicapped students in their classrooms. Each team developed a program on a different handicap. Each program is a package of videotapes, hard copy, and instructions.	Dr. Donald E. Greive Dean of Educational Services Cuyahoga Community College 11000 Pleasant Valley Rd. Parma, OH 44130 (513)845-4000, Ext. 5136
Cypress College established a center for physically disabled students and a center that serves learning disabled students. Both components stress individualized assistance and the ultimate goal of integrating disabled students into all aspects of college life.	Mr. Robert Nadell Coordinator/Counselor, Disabled Students Cypress College 9200 Valley View Street Cypress, CA 90630 (714) 826-2220, Ext. 104
De Anza College integrated into its regular academic program: a) special equipment for disabled students, b) training and services for physically impaired students, c) a program addressing developmental disabilities, and d) individualized remedial instruction. The college enrolls 1,827 disabled students.	Mr. Emmett Casey Administrator, Special Programs De Anza College 21250 Stevens Creek Boulevard Cupertino, CA 95014 (408) 996-4411

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
East Carolina University sent information throughout the southeast to recruit students and a full program was implemented in 1977. The university is expecting enrollment of 30 hearing-disabled students in Fall 1981.	Mr. Leonard M. Ernest Program Director, Program for Hearing Impaired Students East Carolina University A-114 Brewster Building Greenville, NC 27834 (919) 757-6729 (Voice or TTY)
East Central Oklahoma State University conducts a comprehensive needs assessment and develops a plan of action for each disabled student. Counselors train and use a small cadre of peer counselor/tutors to complement a wide range of physical and academic support services. Independent living skills and job placement encourage complete independence prior to graduation.	Dr. James D. Caruthers Director, Special Services East Central Oklahoma State University 100 East 12th Ada, OK 74820 (405) 332-8000
Eastfield College provides academic support services, pilot projects for training personnel, and on-going modifications to the physical plant to assist its disabled students. Staff of its centralized program are all skilled in sign language and lip reading, and serve as a resource for the other campuses of the community college system in its district.	Mr. J. Duffer Childrey Coordinator, Services for Handicapped Students Eastfield College 3737 Motley Drive Mesquite, TX 75150 (214) 746-3247
El Camino College provides a variety of support services, adaptive equipment, course materials, and special classes for disabled students. The college offers television courses to homebound students and conducts hospital-based classes on issues of interest to disabled students.	Dr. Steven R. Fasteau Director, Disabled Students Program El Camino College 16007 Crenshaw Blvd. Torrance, CA 90506 (213) 532-3670

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
El Paso Community College built several new buildings on campus with barrier-free design. A comprehensive array of support services, ranging from pre-admission counseling to specialized job placement, is provided by a bilingual staff, many of whom are themselves disabled. The college enrolls a number of Spanish-American disabled students.	Ms. Ann Lemke/ Ms. Barbara Davis Counselors, Center of Educational Services for the Handicapped El Paso Community College P.O. Box 20500 El Paso, TX 79998 (915) 594-2426
Erskine College enrolls 25 learning-disabled students in regular course offerings which it augments with intensive counseling, recorded textbooks, untimed and oral testing, and taped lectures. A mandatory tutoring program which uses outside consultants is essential to the effectiveness of the program.	Ms. Katherine B. Chandler Program Director, Specific Learning Disabilities Program Erskine College P.O. Box 338 Due West, SC 29639 (803) 379-8867
Florida Junior College at Jacksonville designed a vocational and instructional support system which serves 40 handicapped youths. The students attend regular classes and then receive six months of on-the-job training from local businesses. The college holds employer awareness workshops for supervisors and co-workers of the disabled persons.	Mr. Jeffrey G. Oliver Director of Programs for the Handicapped Florida Junior College at Jacksonville 4501 Capper Road, Room A-218 Jacksonville, FL 32218 (904) 757-6366
Florida State University reports the largest enrollment of disabled students in the university system of Florida, and attributes this accomplishment to the active support of its president and an active recruitment program.	Dr. Freddie L. Groomes Assistant to the President Florida State University Tallahassee, FL 32306 (904) 644-5283

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Floyd Junior College offers support services and counseling to hearing-impaired students who are otherwise fully integrated into regular academic programs. Program staff also teach sign language to faculty members, and provide interpreters for all campus activities.	Mr. Melvin Perry Counselor, Hearing Impaired Program Floyd Junior College U.S. Highway 27 South P.O. Box 1864 Rome, GA 30161 (404) 295-6307
Fort Hays State University set up a committee of university and community representatives that raised local funding with the cooperation of the state Easter Seal Society and bought a used van. Students are employed to drive the van which provides transportation for disabled students and other disabled members of the community.	Dr. Bill Jellison Vice President of Student Affairs Fort Hays State University Picken Hall Hays, KS 67601 (913) 628-4276
Fort Steilacoom Community College strongly emphasizes integration of disabled students into its regular academic programs. No special services are set up unless they cannot be supplied by an existing office, course, or program. Extensive outreach efforts attract increasing numbers of disabled students.	Ms. Pearl H. Rose Coordinator, Special Needs Program Fort Steilacoom Community College 9401 Farwest Drive, S.W. Tacoma, WA 98498 (206) 964-6570
Fresno City College establishes individualized educational plans, aimed at the total integration of disabled students into college programs and activities. A wide variety of support services are designed to make efficient use of existing resources, while offering a comprehensive solution to the educational, physical, and psychological needs of disabled students.	Mr. Jerry Sall Director, Enabler Services Fresno City College 1101 E. University Avenue Fresno, CA 93711 (209) 442-8237

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Gallaudet College is a specialized institution for deaf and hearing-impaired students. Its program provides specialized scheduling and other assistance to those with multiple disabilities. Gallaudet also organized Experiential Programs Off Campus (EPOC) which provides internships and cooperative educational opportunities in government and industry to hearing-impaired students.	Ms. Jo Anne Simon Director, Student Special Services Gallaudet College 7th and Florida Avenue, N.E. Washington, D.C. 20002 (202) 651-5405
George Washington University's job development lab brings together severely disabled persons and local employers, while the university's Regional Rehabilitation Research Institute produces publications and holds workshops designed to eliminate attitudinal, legal, and other barriers facing disabled persons.	Ms. Marianne R. Phelps Assistant Provost George Washington University Washington, D.C. 20052 (202) 676-6508
Harvard University asked the dean at each of its 11 schools to appoint a faculty coordinator to assist persons with disabilities in their adaptation to the university setting. The deans have responsibility for such things as locating interpreters and moving classes to accessible locations.	Ms. Nancy E. Randolph Special Assistant to the President Harvard University Massachusetts Hall Cambridge, MA 02138 (617) 495-1531
Highline Community College created and conducts a parent education class for mentally retarded parents. Parents attend classes on parenting skills while their children participate in an enriched preschool program. Parents learn responsibility and independence; after completing the program some parents decide to seek employment.	Ms. Renna Pierce Coordinator, Programs for the Handicapped Highline Community College Community College District 9 Midway, WA 98031 (206) 878-3710, Ext. 451

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Honolulu Community College initiated a project which provides developmentally disabled adults with training in everything from grooming and self care, to pre-vocational and job-related skills. The program uses a "buddy" system that pairs 11 developmentally disabled adults with 11 able-bodied persons and is in its second year of operation.	Dr. George A. Fargo, Associate Director, Satellite Program University of Hawaii 1319 Punahou Street Bingham 106 Honolulu, HI 96826 (808) 948-8443
Idaho State University gives disabled persons an orientation to the campus and various community agencies. It works to eliminate architectural barriers on campus and to relocate or adapt classes to accommodate disabled students.	Mr. Michael L. Echanis Coordinator, Special Services Idaho State University P.O. Box 8345 Pocatello, ID 83209 (208) 236-3242
Iowa State University established a state-wide council to identify and solve problems encountered by handicapped persons and to disseminate information on the subject. Activities include exhibits and handouts containing information about disabilities, a film festival, and a panel discussion featuring handicapped scientists in the state of Iowa.	Ms. Janet K. Huss Coordinator, Handicapped Student Services Iowa State University 206 Student Services Building Ames, IA 50011 (515) 294-1020
Iowa Western Community College incorporated into its regular curriculum a series of specially designed programs that provide a complete transition and tracking of disabled students from secondary school to employment with subsequent follow-up. Programs cover vocational assessment and exploration, orientation, work experience, individual career programs, developmental studies, job-seeking skills, and follow-up services.	Mr. Raymond C. Olson Director, Special Needs Program Iowa Western Community College 2700 College Road Council Bluffs, IA 51501 (712) 325-3252

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
J. Sargeant Reynolds Community College established the Richmond Center for the Deaf. The center, funded solely by college funds since 1978, offers sign language courses and currently serves 15 deaf students on campus as well as approximately 100 members of the community.	Mr. Wendell A. Howlett Director, Special Programs J. Sargeant Reynolds Community College P.O. Box 12084 Richmond, VA 23241 (804) 786-5987
Jamestown Community College modified all six buildings on its campus to make each room accessible to mobility-impaired students. Currently, 16 students with a wide range of disabilities attend this campus and the college is working to recruit more disabled students each year.	Ms. Karen Nelson Community Relations Director Jamestown Community College Jamestown, NY 14701 (716) 665-6220, Ext. 312
Johnson County Community College established a program of personal and academic support services in 1969 which enabled hearing-impaired students to attend classes. Its Gallaudet College Extension Center, and continuing education classes for deaf and retarded adults, established subsequently, were major outgrowths of the college's initial experience. Disabled student enrollment has grown from 20 to 185 students in the last three years.	Mr. Edward L. Franklin Director, Special Services Johnson County Community College College Blvd. at Quivira Rd. Overland Park, KS 66212 (913) 888-8500, Ext. 330
Joseph Bulova School of Watchmaking provides intensive, hands-on training in watch and jewelry repair, combined with supportive services such as social development and medical rehabilitation, to help disabled students improve their lives and employment opportunities. Since the school began at the end of World War II, it has graduated 1,500 disabled persons and assisted 95 percent of them to get jobs.	Mr. James M. Devaney Director Joseph Bulova School of Watchmaking 40-24 62nd Street Woodside, NY 11377 (212) 424-2929

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Kent State University's Office of Services for Handicapped Students provides direct student services from pre-enrollment through job placement upon graduation, and has widely promoted the expansion of educational and career opportunities for disabled persons. The coordinator of the program founded the national organization, Association on Handicapped Student Service Programs in Postsecondary Education, and has made presentations at over 25 state and national conferences.	Ms. Gwen Callas Assistant Dean for Developmental Services Office of Services for Handicapped Students Kent State University 106 Kent Hall Kent, OH 44242 (216) 672-3190
Lane Community College hired a counselor (who is himself disabled) and, in two years, created a well-rounded program including in-service training for faculty and staff, a full range of support services, a disabled student organization, and a more accessible campus. The program stresses flexibility and the need to remain open as new problems and situations present themselves.	Bjo Ashwill Counselor for Physically Disabled Lane Community College 4000 East 30th Avenue Eugene, OR 97405 (503) 726-2204
Long Island University, Brooklyn Center, developed one of the earliest programs in the east to provide specialized services to disabled students. Its academic support and counseling programs serve "inner-city" students who are not only severely disabled, but disadvantaged economically, culturally, and educationally as well. A "Career Directions" component helps students attain individualized vocational goals. Other services include instruction for homebound and hospital-bound students, language remediation for deaf students, and organized off-campus social and cultural activities. The concepts of this successful program are widely disseminated.	Mr. Robert Nathanson Director, Special Educational Services Program Long Island University, Brooklyn Center University Plaza Brooklyn, NY 11201 (212) 834-6045

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Los Angeles City College began an experimental telephone program for homebound students in 1978. Able-bodied students are employed to work with homebound students; they transport assignments, act as tutors, and assist the instructor in the classroom with equipment. The program instituted a strong support system that includes orientation, tutoring, frequent home visits by faculty, and job counseling.	Mr. Chadwick Woo, Jr. Coordinator, Project Homebound Los Angeles City College 855 N. Vermont Avenue Los Angeles, CA 90029 (213) 663-9141, Ext. 218
Los Angeles Harbor College initiated a disabled students program designed to increase faculty and staff awareness while mainstreaming disabled students to the greatest extent possible. Its compact and level campus is particularly accessible to students with physical disabilities. Computer-assisted instruction is provided to students with learning disabilities.	Mr. Steve Harshfield Counselor, Handicapped Student Services Program Los Angeles Harbor College 1111 Figueroa Place Wilmington, CA 90744 (213) 518-1000, Ext. 280
Los Angeles Valley College created a program to enable disabled persons to enter the theatre and film industries. The program offers hands-on experience and exposure to employers in the industry, and culminates with the production of a play or musical.	Mr. George T. Kopoulos Coordinator, Handicapped Programs Los Angeles Valley College Van Nuys, CA 91401 (213) 781-8542
Macomb County Community College, in 1976, established a task force of administrators, counselors, faculty, and paraprofessionals from many departments which adopted a systematic approach to providing services to handicapped students. Prescriptive academic planning, intensive counseling, and special equipment are among the services offered in an integrated setting. The college enrolls 230 disabled students.	Dr. Vernon Moore Coordinator, Special Services Unit Macomb County Community College 14500 Twelve Mile Road Warren, MI 48093 (313) 445-7100

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Madonna College, after observing a few years ago that Michigan's 85,000 deaf persons had little opportunity to attend college, set up a program for deaf students and has since expanded its services for students with visual, hearing, learning, and physical disabilities. It is one of the few colleges in the country to set up a degree program in sign language studies mainly for students with normal hearing.	Sister Mary Lauriana Vice President Madonna College 36600 Schoolcraft Road Livonia, MI 48150 (313) 591-5122
Mankato State University has a central office which serves as an information and referral source for disabled students, faculty, community, and regional organizations. Mankato's approach involves all faculty and staff in the provision of basic support services, such as tutoring, attendant care, reading, and writing, and encourages independence on the part of disabled students.	Dr. J. Daniel Beebe Coordinator, Office of Handicapped Student Services Mankato State University Mankato, MN 56001 (507) 389-2825
Marist College offers a wide variety of academic services, equipment, counseling, and recreational activities for disabled students. Each component, complemented by a student handbook and faculty manuals, is designed to fully integrate handicapped students into social and academic programs.	Ms. Diane Perreira Director, Special Services Marist College 82 North Road Poughkeepsie, NY 12601 (914) 471-3240, Ext. 274
Marquette University developed a handbook for faculty, staff, and handicapped students describing access to programs and facilities at Marquette, and the city of Milwaukee. The handbook is available in large print, tape, and braille: visually impaired students are also provided a tactile map of the campus. The handbook fosters independence on the part of its 255 disabled students, and encourages faculty to share in the delivery of services.	Dr. Gregory L. Thomsen Coordinator, Handicapped Services Marquette University 1212 W. Wisconsin Avenue, Rm. 515D Milwaukee, WI 53207 (414) 224-1645

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
McLennan Community College offers a three-stage program for its 80 disabled students: a) a pre-registration assessment of individual needs, b) provision of academic and support services employing non-handicapped students as workers and counselors, and c) job referrals or placement in four-year institutions.	Ms. Sue Burroughs Coordinator, Special Services Project McLennan Community College 1400 College Drive Waco, TX 76708 (817) 756-6551, Ext. 385
Mesa Community College conducts annual awareness conferences to ensure that its program for disable students remains responsive to changing needs. The college holds an intercampus sports fair designed to provide equal competition between able-bodied and disabled persons.	Ms. Merlene Denney Coordinator, Handicapped Program Mesa Community College 1833 W. Southern Av. Mesa, AZ 85202 (602) 833-1261, Ext. 207
Metropolitan State College operates a "College for Living," an innovative, living/learning complex for 200 developmentally disabled adults. The program was built around specific needs identified by the "students": skills of independent living, sources of assistance in the community, and day-to-day mobility in a large city. The program also offers valuable hands-on teaching experience to volunteer college students. The College for Living has been a model for 26 similar programs throughout the nation.	Ms. Mackie F. Hill Director, College for Living Metropolitan State College 1006 11th Street, Box 92 Denver, CO 80204 (303) 629-2917
Miami-Dade Community College offers a creative humanities course for homebound students, including those who are blind and deaf. Mobility-impaired students watch television programs and complete assignments at home; and they interact with faculty members by mail and telephone. Films are captioned for deaf students, textbooks recorded for blind students, and technical aids are available as needed.	Ms. Karen Tachibana Project Director, Humanities for the Handicapped Project Miami-Dade Community College 11011 S.W. 104th Street Miami, FL 33176 (305) 596-1333

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Milwaukee Area Technical College established a two-part program to enable visually impaired and blind students to acquire entry-level job skills. A pre-vocational program with courses in orientation and mobility, home and personal management, and career exploration, fosters independence prior to entry into occupational majors. The college's occupational coursework is then made accessible to visually impaired and blind students through the assistance of four paraprofessionals and specially formulated educational materials.	Mr. George Sippl Supervisor/Coordinator, Department for the Visually Impaired Milwaukee Area Technical College 1015 North 6th Street Milwaukee, WI 53203 (414) 278-6838
Modesto Junior College, within the past few years, has made its campus—the second oldest in the state—nearly 100 percent barrier free for disabled students. The college also developed a unique student rights handbook that is widely disseminated and uses a question and answer format to inform staff, faculty, and disabled students themselves of their legal right to equal educational opportunities.	Mr. Bob Williams Coordinator of Disability Services Modesto Junior College College Avenue Modesto, CA 95350 (209) 526-2000, Ext. 237, 238
Monmouth College is planning a college-wide program to encourage the integration of handicapped students into its programs. The college has published a reference guide to increase enrollment of disabled students and is gathering information from handicapped students for use in designing its programs.	Ms. Carol A. Giroud Coordinator of Handicapped Student Affairs Monmouth College Cedar Avenue West Long Branch, NJ 07764 (201) 222-6600, Ext. 237

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Monterey Peninsula College established a variety of innovative programs with an emphasis on fostering the artistic expression of disabled students. The college publishes poetry, integrates sign language into professional dance performances, and offers nontraditional career opportunities in the fine and performing arts. Bilingual education and speech reading classes are offered to deaf and hearing-impaired students.	Ms. Shaaron Kaplan Enabler, Supportive Services Monterey Peninsula College 980 Fremont Street Monterey, CA 93940 (408) 375-4070
Moorpark College's skills assessment program helps disabled students make informed and realistic career choices. Students perform a variety of real or simulated tasks and their performance is observed and analyzed to determine if they are ready for direct job placement, or if they need additional training or other assistance such as physical or psychological evaluation.	Ms. Jan Zaboski Disabled Students Coordinator Moorpark College 7075 Campus Road Moorpark, CA 93021 (805) 529-2321, Ext. 334
Moraine Valley Community College works to enhance personal growth, career development, and job placement for disabled students. A human potentials class and modified physical education are two courses specially designed for physically disabled students. An active disabled student organization promotes awareness and raises scholarship funds for disabled students.	Ms. Barbara A. Travis Director, Support Services for Students with Physical Limitations Moraine Valley Community College 10900 S. 88th Avenue Palos Hills, IL 60465 (312) 974-4300
Mount Aloysius Junior College offers six academic majors for deaf and hearing-impaired students. It is one of the few colleges in Pennsylvania to admit deaf students with below average basic skills and to create a learning support center that uses videotapes in sign language and English to help deaf students upgrade their skills.	Dr. Nanci A. Scheetz Director, Resources for the Deaf Mount Aloysius Junior College William Penn Highway Cresson, PA 16630 (814) 886-4131

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Mount Wachusett Community College's able-bodied students raised $3,000 to help make the campus physically accessible for handicapped students. The college conducts awareness workshops and seminars for faculty, staff, and students. A specially equipped learning center provides diagnostic testing and tutoring for disabled students, more than 10 percent of the college's total enrollment.	Ms. Sandra B. Signor Coordinator, Handicapped Services Program Mount Wachusett Community College 444 Green Street Gardner, MA 01440 (617) 632-6600
Nassau Community College provides services which teach effective coping skills that permit disabled students to be independent in spite of their disabilities. Since 1969, over 600 disabled students have been served by the college.	Dr. Victor H. Margolis Coordinator, Services for the Disabled Nassau Community College Garden City, NY 11530 (516) 222-7138
National College brought in five disabled persons from the community to help identify the architectural barriers disabled students would confront at the college. The members of the group had disabilities ranging from blindness to severe mobility impairments. Acting on the group's recommendations, the college set aside $200,000 of its budget for facility modifications and proceeded to build ramps, install elevators, and modify restrooms and drinking fountains to make the campus accessible to disabled students.	Mr. Emil M. Hallin Vice President National College P.O. Box 1780 Rapid City, SD 57709 (605) 394-4830
North Central Technical Institute teaches independent living skills, explores different vocations, and offers a pre-vocational work experience program for disabled students. Support services are provided to enable the students to enter any of 19 vocational training programs available. In addition, an associate degree program prepares graduates for employment as educational interpreters.	Ms. Nancy Hagen Coordinator, Program for Hearing-Impaired Persons North Central Technical Institute 1000 Schofield Avenue Wausau, WI 54401 (715) 675-3331

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
North Shore Community College gives individual pre-admission counseling and orientation to disabled persons interested in enrolling in the college. Orientation includes an introduction to the college, and determination of what equipment and aids will be needed for full participation in a chosen course of study.	Ms. Anita Kaplan Skills Center Coordinator, Individual Orientation Program North Shore Community College Beverly, MA 01915 (617) 927-4850, Ext. 555
North Texas State University, with a minimal cash investment and no additional staff, made its 132 undergraduate programs accessible to handicapped students through a wide range of academic support services. Faculty experts on handicaps conduct workshops to help other faculty and staff cope with new teaching methods. Student service funds, health charities, Lions Clubs, Kiwanis, and volunteers all help keep costs low.	Ms. Barbara Jungjohan Coordinator, Services to the Handicapped North Texas State University NT Box 5356 Denton, TX 76203 (817) 788-2648
Northeastern University, one of the first universities to investigate cooperative education for disabled students, set up a five-year program for disabled students which provides one full year of on-the-job experience, in addition to regular classes. Work experience makes the students more marketable, and it also helps to change employers' attitudes about the limitations of persons with disabilities. In spring 1981, fifteen disabled students were participating in the cooperative education program.	Ms. G. Ruth Kukiela Bork Dean and Director, Office of Services for the Handicapped Northeastern University 360 Huntington Avenue Boston, MA 02115 (617) 437-2675 (617) 437-2730 (TTY)

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Northern Essex Community College trains handicapped students to enter regular classes and to increase awareness and understanding between themselves and their able-bodied peers. One full session of a required communications course is used in order to reach every student on campus. The college places a high priority on sharing ideas concerning handicapped students; the program director writes articles and makes presentations on the subject at many conferences and seminars.	Mr. Rubin Russell Director, Handicapped Services Northern Essex Community College 100 Elliott Street Haverhill, MA 01830 (617) 373-1720
Northern Illinois University has designated a floor in one of its dormitories for use by students with hearing impairments as well as for able-bodied students who have special interest in areas relating to hearing impairments. Recreational and social events are held to encourage interaction and greater understanding, and a sign language course is conducted in the residence hall each fall.	Ms. Nancy J. Kasinski Coordinator, Services for Higher Education of the Hearing Impaired Northern Illinois University DeKalb, IL 60115 (815) 753-1694
Northern Michigan University, without adding office space or personnel, set up innovative programs and removed educational barriers to enable handicapped students to compete on an equal basis with able-bodied students. Innovative aspects of the program include: a policy permitting handicapped persons to audit up to 12 semester hours at no cost, the training of a corps of student employees to assist disabled students, annual awareness programs, and involvement of handicapped students in both the decision-making process and in the routine tasks of providing services.	Ms. Ruth A. Shafer Coordinator, Equal Opportunity Programs Northern Michigan University 606 Cohodas Administrative Center Marquette, MI 49855 (906) 227-2555

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Northwestern Connecticut Community College set up support services for deaf persons that included classes in sign language, interpreting, tutoring, notetaking, audio-visual programming, and counseling. The college maintains a two-to-one student/faculty ratio for its 32 deaf and hearing-impaired students to ensure that each receives adequate individual attention.	Ms. Nancy G. Katz Coordinator, Career Education for the Deaf Northwestern Connecticut Community College Park Place Winsted, CT 06098 (203) 379-8543, Ext. 251
Orange Coast College established a learning center with an evaluation and assessment component and an instructional component for students with learning disabilities. The students receive in-depth testing, a written individual educational plan, and instruction by trained professionals. Significant gains in reading levels have been achieved by students in the program.	Ms. Barbara E. Spear Associate Dean Orange Coast College 2701 Fairview Road Costa Mesa, CA 92626 (714) 556-5535
Oregon College of Education in addition to providing services for students with varying disabilities, houses the Regional Resource Center on Deafness which provides exceptional resources for deaf and hearing-impaired persons. The center conducts in-service training, workshops, and seminars for college counselors, interpreters, and security persons. It offers several professional degree programs in rehabilitation counseling and a certificate interpreter training program. An extensive support service staff enables its 52 deaf students to have near total access to the college's academic offerings.	Ms. Barbara Gianneschi Director, Campus Services for Disabled Students Oregon College of Education Maaske Hall, Room 117 Monmouth, OR 97361 (503) 838-1220 (503) 838-5151 (TTY)

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Oregon State University organized a handicapped students group and used CETA funding to eliminate architectural and other barriers and develop an approach which emphasizes meeting the individual needs of each student. In addition to basic academic support services, the university has a reading lab, physical therapy facilities, and special physical education courses.	Ms. Sally Wong Director, Handicapped Program Counseling Center Oregon State University Administration Building, Room 322 Corvallis, OR 97331 (503) 754-2131
Parkland College hires lab assistants and develops specific materials to help physically handicapped students succeed in vocational classes. A reading laboratory, mobility training for the physically impaired, and tutoring services are also provided. Disabled student enrollment increased from 25 to 110 over the past four years as the college worked to serve the large handicapped population in its community.	Mr. Charles G. Baldwin Coordinator of Handicapped Services Parkland College 2400 West Bradley Avenue Champaign, IL 61820 (217) 351-2262
Pasadena City College, in addition to a program that serves students with all disabilities, sponsors an annual Jog-Wheel-A-Thon in which able-bodied, as well as physically and mentally disabled persons participate. Last year the event drew 500 participants. The college is also developing a new program for learning-disabled students.	Ms. Francisca B. Neumann Coordinator, Physically Handicapped Program Pasadena City College 1570 E. Colorado Blvd. Pasadena CA 91702 (213) 578-7107
Pennsylvania State University's program for handicapped students is supplemented by a bibliographical aids service that enables visually impaired and dyslexic students to have access to the same bibliographical information that is available to other students. Library volunteers record textbooks onto tape cassettes and enlarge printed material using special equipment the university purchased.	Ms. Brenda G. Hameister Coordinator, Office of Handicapped Student Services Pennsylvania State University 135 Boucke Building University Park, PA 16802 (814) 863-2020

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Pima County Community College produced several videotapes for five technical career areas which teach sign language relating to each technical area; accompanying handbooks are also available. The college is producing more videotapes to teach faculty members new methods of adapting classroom techniques, sensitivity about disabilities, disabled students' rights, and support services for disabled students.	Mr. Wynelle Knight Director, Special Services for Disabled Students Pima County Community College 2202 West Anklam Road Tucson, AZ 85709 (602) 884-6688
Portland Community College established support services that allow disabled students to participate in 75 vocational training programs. These services led to the development of certificate and degree programs for people who want to work for or with handicapped persons, including a Handicapped Specialist/Teacher Aide training program, an interpreter training program, and a program in data processing and computer operations.	Ms. Sherry A. Andrues Department Supervisor, Handicapped Student Services Office Portland Community College 12000 S.W. 49th Avenue Portland, OR 97219 (503) 244-6111, Ext. 444 (503) 246-4072 (TTY)
Purdue University Calumet encouraged the development of a strong disabled student organization which has effected many changes on campus, including working to make all science labs accessible, and raising scholarship money by selling hand-crafted items. This group also holds social events at local restaurants to check accessibility and encourages businessmen to make their buildings accessible.	Ms. Charlotte M. Macy Director, Special Services Purdue University Calumet 2233 171st Street Hammond, IN 46323 (219) 844-0520, Ext. 453

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Ramapo College of New Jersey enrolls 72 severely disabled students at its barrier-free campus. Its "telecollege" connects on-campus classes by telephone extensions in disabled students' homes. In addition, an active disabled students group attends plays and concerts, sponsors annual swim-a-thons to raise funds for equipment, and visits museums. In 1979, the college received the G. Theodore Mitau Award for its innovative programs for physically disabled students.	Ms. Laurie Potter Director, Office of Specialized Services Ramapo College of New Jersey Mahwah, NJ 07430 (201) 825-2800 Ext. 300 or 420
Rhode Island College encourages disabled students to register with the office of the associate dean, which provides them with academic and personal support services including interpreters, scheduling, parking, taped course materials, and emergency repair to equipment. A handicapped person with ten years of experience in the field assists the dean's office with services and counseling for the college's 90 disabled students.	Mr. Dixon A. McCool Associate Dean and Advisor to Handicapped Students Rhode Island College Providence, RI 02908 (401) 456-8061
Rider College spent more than $150,000 to eliminate physical barriers to disabled persons on its compact and level campus, and prepared a handbook of services for disabled students which encourages its 80 handicapped students to be independent. The handbook offers solutions to many of the routine problems encountered as students seek integration into academic and cultural activities at the college.	Mr. Gary R. Kron Assistant Dean of Students Disabled Student Services Program Rider College P.O. Box 6400 Lawrenceville, NJ 08648 (609) 896-5106

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
St. Andrews Presbyterian College established an intermediate care complex on campus and accessible residence halls for severely disabled students which, in 1981, enabled 28 quadriplegic students to live on campus. To support this costly program, the college raised $790,000 from private foundations and other organizations for operations, renovations, and equipment purchases.	Dr. Rodger Decker Director of Rehabilitation Services St. Andrews Presbyterian College Laurinburg, NC 28352 (919) 276-3652
St. Mary's Junior College modified its curricula to enable blind and visually impaired students to be trained as occupational and physical therapy assistants. Written materials are taped, blind students are assisted in the classroom by other students, and a testing center was created to test students in a non-visual manner. Modified equipment such as braille measuring devices, timers, and audible light probes also help make course offerings fully accessible.	Ms. Janet Marinelli Director, Physical Therapist Assistant Program St. Mary's Junior College 2500 South Sixth Street Minneapolis, MN 55454 (612) 332-5521, Ext. 370
Salem College's "Arts for the Handicapped Program" trains professionals, social workers, artists, and parents to teach art to handicapped children. The program provides pre-service training to undergraduate students, and in-service training to anyone in the community interested in working with handicapped children. A "Very Special Arts Festival" lets handicapped children display their artwork while providing additional training and experience.	Mr. Thomas G. Stoffregen Director, Arts with the Handicapped Program Salem College Salem WV 26426 (304) 782-5264

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
San Diego Community College District, in cooperation with the San Diego Association for the Retarded, created the Arrow Services Custodial and Grounds Maintenance Cooperative Training Program which employs and trains disabled adults in class and on the job. The program serves more than 150 disabled persons each year who, after "graduating," are placed into gainful employment.	Mr. James F. Huyck Counselor Specialist, Arrow Services San Diego Community College District 3375 Camino del Rio South, Rm. 242 San Diego, CA 92108 (714) 230-2140
San Diego Mesa College transports 35 disabled students to and from classes, provides special adaptive equipment, and supplies wheelchairs as needed. Special classes are offered to disabled students not yet ready for total integration into regular classes. A student group publishes a monthly newsletter to tell the college and the community about the program which has also recently started a vocational program to train interpreters.	Dr. Mary H. Dohrman Learning Disabilities Specialist San Diego Mesa College 7250 Mesa College Drive San Diego, CA 92111 (714) 279-2300, Ext. 368
San Jose State University, which began fulfilling disabled students' needs in 1965, provides awareness programs for faculty and staff members, special testing policies, and a variety of support services for disabled students. The university has spent approximately $2.5 million to remodel 111 restrooms, install 6 elevators, and remedy other architectural barriers to disabled students.	Ms. Mary E. Rogers Coordinator, Disabled Services San Jose State University San Jose, CA 95192 (408) 277-2971

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Santa Fe Community College's coordinator of services for handicapped students is available to assist with scheduling, registration, orientation, transportation, and other needs of its disabled students. Special equipment, readers, notetakers, and tutors are provided to allow participation of handicapped students in all college programs and activities. An ad hoc advisory committee of disabled students meets periodically to identify needs and help resolve problems.	Dr. Suzanne M. Mulkerne Coordinator, Services for Handicapped Students Santa Fe Community College P.O. Box 1530 3000 NW 83rd Street Gainesville, FL 32602 (904) 377-5161
Seminole Community College developed several vocational programs specifically for handicapped persons. Disabled students are interviewed, given actual mini-jobs, and tested to assess their aptitudes for a wide variety of career choices. In addition to special classes for disabled students, other vocational classes are also made accessible.	Ms. Amelia H. Mycoff Coordinator, Special Vocational Education Programs for the Handicapped Seminole Community College Sanford, FL 32771 (305) 323-1450
Sonoma State University encourages its disabled students to become increasingly independent, and to reduce their reliance on the comprehensive services provided by the university. All academic, social, and cultural opportunities are fully accessible. In addition, faculty and staff are trained in sign language—also taught as a regular course in the foreign language department—and they are encouraged to attend seminars given on issues relating to disabilities.	Mr. Anthony Tusler Director, Office for Students with Disabilities Sonoma State University 1801 E. Cotati Avenue Rohnert Park, CA 94928 (707) 664-2677

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Southern Illinois University at Carbondale, since the early 1950s, has continuously worked to expand support servies for its large enrollment of disabled students. A career planning and placement center conducts workshops on such things as interviewing skills and adjusting to relocation, and reports a 90% placement record for its disabled graduates. The director makes presentations to major corporations and businesses about hiring disabled persons and arranges for interviews on campus.	Mr. Ron Blosser Coordinator, Specialized Student Services Southern Illinois University at Carbondale Carbondale, IL 62901 (618) 453-5738 (Voice and TTY)
State University of New York at Binghamton provides support services to students with disabilities, aimed at fully integrating them into the university community. Equipment, special course materials and procedures, and counseling are among the services available. Particularly innovative is a course in martial arts for disabled students.	Ms. Barbara Jean Fairbairn Coordinator, Office of Programs for Students with Disabilities SUNY at Binghamton Binghamton, NY 13850 (607) 798-2686
State University of New York at Buffalo provides the most comprehensive program of support services for disabled students within the state university system. All administrative and academic units work with handicapped and non-handicapped students alike. At the same time, a corps of faculty and professional staff members receive additional training in teaching strategies and living/learning skills for various handicapping conditions. A disabled students organization, "The Independents," further promotes awareness of disabled student needs by participating in student politics and university committees. This group recently initiated an independent living center modeled after one in Berkeley, California.	Ms. Bertha M. Cutcher Coordinator, Office of Services for the Handicapped SUNY at Buffalo 3435 Main Street Buffalo, NY 14214 (716) 831-3126

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
State University of New York at Farmingdale places trained counselors to work with disabled students in each support area serving the general student body to avoid a "separate but equal" situation. The objective is to achieve integration into all areas, including the career counseling and placement office, without the loss of specialized training and experience.	Ms. Anita Tritell Associate Dean Student Development Center SUNY at Farmingdale Melville Road Farmingdale, NY 11735 (516) 420-2450
State University of New York at Stony Brook set up an Office of the Disabled that provides academic, administrative, and support services to all disabled students as requested. Services include limited transportation, information, and referral, readers, notetakers, counseling, and assistance with university procedures. The office, embracing a philosophy that "disabled" is a physical condition and "handicapped" a state of mind, encourages students to function as independently as possible.	Ms. Monica Roth Coordinator, Office of the Disabled SUNY at Stony Brook Humanities Building, Room 135 Stony Brook, NY 11790 (516) 246-6051
Tampa Technical Institute trains and finds jobs for deaf students in the computer and electronics, drafting, and commercial art fields. Each deaf student is assigned an interpreter and backup notetaker and faculty members learn interpreting skills as well. In all classes where deaf students are enrolled, the rudiments of sign language are taught to hearing students. To increase employment opportunities following graduation, the institute requires and assists all its deaf students to find part-time employment while attending classes.	Mr. Buff Huntley Coordinator, Deaf Services Program Tampa Technical Institute 3920 E. Hillsborough Avenue Tampa, FL 33610 (813) 238-0455 (Voice and TTY)

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Tarrant County Junior College's aggressive efforts to assist and serve handicapped persons are among the most widely-known and well-regarded in the state of Texas and its three campuses are the most physically accessible. For access to educational offerings, the college designed support services for students with all types of disabilities. To alleviate the shortage of qualified interpreters, the college initiated a training program that serves not only its own needs, but the needs of other schools as well.	Ms. Joyce Brewer Coordinator, Service Center for Opportunities to Overcome Problems Tarrant County Junior College 828 Harwood Road Hurst, TX 86053 (817) 281-7860, Ext. 333
Technical College of Alamance is developing a curriculum that will teach basic living skills to mentally retarded adults, who have been, for the most part, excluded from public education in North Carolina.	Suellyn Dalton, Director, Compensatory Education Program Technical College of Alamance P.O. Box 623 Haw River, NC 27258 (919) 578-2002
Temple University, in recent years, made a commitment to aggressively search out ways to expand and improve opportunities for handicapped students to attend Temple. Through extensive use of volunteers, many types of services are provided to disabled students including transportation, wheelchair repair, asistance with banking and purchasing books, and help in inclement weather. University fraternities and sororities help support all major events such as the wheelchair sports spectacular and the National Theatre of the Deaf. Temple has widely disseminated information about its program through workshops, an award-winning film, and a faculty handbook, reported to be the first of its kind in the country.	Dr. Joan Austin Director, Office for the Disabled Temple University 1828 Park Mall Philadelphia, PA 19122 (215) 787-8350

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Tompkins Cortland Community College's Dean of Students coordinates basic services to its more than 100 disabled students and works with faculty and staff to adapt teaching methods. The college, located in a single two-story building, is barrier-free.	Mr. James Hull Director of Counseling Tompkins Cortland Community College 170 North Street Dryden, NY 13053 (607) 844-8211, Ext. 263
University of Arizona has a comprehensive program serving the educational, social, vocational, and psychological needs of its 300 disabled students. Orientation, pre-registration, special physical education courses, job referral and counseling are all included in the services. Disabled students are actively involved by the university in developing policy and implementing programs.	Mr. Kent Kloepping Director, Special Services Program Department of Rehabilitation University of Arizona Tucson, AZ 85721 (602) 626-3268 (Voice or TTY)
University of Baltimore set up no separate office or coordinator for disabled students, choosing instead to involve all faculty and staff in providing necessary support services. This upper-division commuter campus enrolls 85 disabled students. The university reports that courses are 100 percent accessible and the facilities are 98 percent barrier-free. One highlight of the program was a symposium stressing humanistic perspectives in the study of physical and mental handicaps which resulted in the publication of a book.	Mr. George M. McDevitt Dean of Students University of Baltimore 1420 N. Charles Street Baltimore, MD 21201 (301) 659-3221

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
University of California, Riverside has a highly accessible campus and an extremely comprehensive range of academic support services for its 100 disabled students. Several creative components make up its program including an academic internship center for students with disabilities, a career planning and placement center, and a learning resources center. The university's record in gaining employment for disabled persons and in educating employers about the abilities of disabled persons is outstanding. Over 100 employers are enlisted to work with the university in placing handicapped interns and finding full-time employment for disabled graduates.	Ms. Gayl Skibbs Director, Special Services University of California, Riverside 1132 Library South Riverside, CA 92521 (714) 787-4538
University of California, Santa Barbara, in 1979, set up a Special Services Program which provides study assistance and tutoring in almost all subjects, academic support services, special equipment, counseling, and transportation to disabled students. The program serves 350 students, 100 of whom have hearing, learning, mobility, orthopedic, speech, visual, and other disabilities.	Ms. Delores A. Ridenour Director, Special Services Program University of California, Santa Barbara South Hall, Room 1417 Santa Barbara, CA 93106 (805) 961-2668
University of Colorado, Boulder offers a special program for students with learning disabilities, personal attendants and transportation for physically disabled students, and academic support services for all handicapped students. Emphasis is placed on part-time and summer work experience while in school to improve opportunities for full-time placement of its 165 disabled students after graduation.	Mr. William R. Deno Coordinator, Facilities Planning University of Colorado, Boulder Stadium 136, Campus Box 376 Boulder, CO 80309 (303) 492-7985

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
University of Connecticut's senior engineering students develop mechanical engineering projects to increase the mobility of physically disabled persons. Students in wheelchairs articulate the problems they encounter, and work with the engineering students to find solutions.	Ms. Rita Pollack Coordinator, Special Student Services University of Connecticut Storrs, CT 06268 (203) 486-2020
University of Florida centralized information and resources for disabled students in its office for student services. A reading and writing center offers multi-level courses for disabled students. In addition, an honorary society of students with averages exceeding 3.5/4.0 offers free tutoring in almost every area of study.	Ms. Mary Skorheim Coordinator, Handicapped Student Programs Office for Student Services University of Florida Gainesville, FL 32611 (904) 392-1261
University of Idaho provides a general program of support services for students with all types of disabilities. It also set up a room in the library to house special equipment which serves blind, visually impaired, and learning-disabled students; students on work/study programs are employed as readers for the students.	Ms. Dianne S. Milhollin Coordinator, Handicapped Student Programs University of Idaho U.C.C. 241 Moscow, ID 83843 (208) 885-6757
University of Illinois–Urbana Champagne has graduated more than 900 disabled students during its long history of serving the handicapped and has placed 90 to 100 percent of these graduates in jobs. The university achieved this excellent placement record without a special placement service for students with disabilities; disabled and non-disabled students are all served by one placement office. To supplement the comprehensive range of support services for disabled students, a rehabilitation-education center conducts athletic and recreational activities for disabled athletes.	Mr. Joseph F. Konitzki Associate Director, Rehabilitation-Education Center University of Illinois-Urbana Champagne 1207 South Oak Street Champagne, IL 61820 (217) 333-4602

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
University of Iowa, with no outside funding, set up a central office that provides an extremely comprehensive range of academic and personal support services for disabled students. The university has established a graduate program scholarship for disabled students, and works with private agencies and employers to create job opportunities for handicapped students following graduation. Since 1975, the number of handicapped students at the University has increased from 50 to 350 persons.	Ms. Sharon Van Meter Coordinator, Services for the Handicapped University of Iowa 305 Calvin Hall Iowa City, IA 52242 (319) 353-6967
University of Kentucky established an attendant care program to meet the needs of severely disabled students who were previously living in a nearby convalescent hospital. A full-time coordinator hires and trains attendants who work on campus seven days a week. As a result, no students are living at the nearby convalescent hospital.	Mr. Jacob L. Karnes, Jr. Director, Handicapped Student Services University of Kentucky Room 2, Alumni Gym Lexington, KY 40506 (606) 258-2753
University of Maryland at Baltimore is reported to be the only university in the U.S. where deaf and hearing-impaired students can obtain a master's degree in social work. In addition to providing a wide range of disabled-student services common to many college programs, the university has developed internships with vocational rehabilitation agencies, where deaf students serve deaf and hearing-impaired members of the community. All graduates have obtained employment, and the university receives numerous inquiries from agencies seeking deaf and hearing-impaired social workers.	Ms. Arlene Gavin Director, Center for the Graduate Social Work Education of the Hearing Impaired University of Maryland at Baltimore 525 W. Redwood Street Baltimore, MD 21201 (301) 528-3672

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
University of Massachusetts–Boston, in the early 1970s, designed its new Boston Harbor campus to be barrier free for disabled students and has since created a range of academic support services needed to enroll disabled students. A peer counseling component assists disabled students in exploring housing or in solving transportation and personal problems. Although the number of disabled students on campus has only increased from 74 to 84 in the last five years, the university has successfully integrated disabled students into campus activities and programs.	Ms. Andrea Schein Director, Disabled Student Center University of Massachusetts–Boston Harbor Campus Boston, MA 02125 (617) 287-1900, Ext. 2922
University of Minnesota at Duluth's handicapped student services program provides information and referrals to handicapped students. It provides faculty and staff training and liaison for handicapped students with academic and nonacademic departments. Existing resources are used to provide essential support services. Program staff participate in university-wide sharing and problem-solving at all five campuses.	Mr. John G. Kulick Coordinator, Handicapped Student Services University of Minnesota at Duluth 2400 Oakland Avenue, Library 134 Duluth, MN 55812 (218) 726-7965
University of Minnesota at Minneapolis/St. Paul's enrollment of nearly 3,000 disabled students makes it one of the largest programs in the country. A strong disabled student organization works to improve physical accessibility and dispel stereotyped views about disabled persons. The university conducted an extensive self-evaluation of its capabilities to serve disabled students, which was used as a model by NACUBO's task force in preparing a national model on self-evaluation of programs for handicapped students.	Mr. Roger A. Drewicke Resource Officer, Handicapped Student Program University of Minnesota at Minneapolis/St. Paul 7 Morrill Hall 100 Church Street, S.E. Minneapolis, MN 55455 (612) 376-2727

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
University of Missouri-Columbia provides all essential services including reader and attendant referral, campus transportation, wheelchair repair, career planning, and placement for its more than 300 disabled students. Since the university is physically accessible, the program emphasizes workshops, awareness activities, and recreation. Highlights of its recreational programs for disabled students have included wilderness expeditions, organization of a bowling team, and canoe trips.	Ms. Donna L. Phillips Coordinator, Access Office for Students with Disabilities University of Missouri-Columbia 126 Gentry Hall Columbia, MO 65211 (314) 882-3839
University of Nevada, Las Vegas established an academic assistance division to increase the retention and graduation rates of disabled students. In addition to a comprehensive range of support services, the division's counselors make personal contacts with instructors who might influence the students' academic success. Counselors also seek to resolve non-educational problems related to academic performance. Enrollment of handicapped students has increased 20 percent over the past four years.	Mrs. Willie B. Smith Coordinator, Department for Academic Advancement/ Academic Assistance Division University of Nevada, Las Vegas 4505 Maryland Parkway Las Vegas, NV 89154 (702) 739-3871
University of Nevada, Reno is working to remove architectural barriers and offers support services to handicapped students that consist of a counselor, tutors, interpreters, readers, and wheelchair pushers as its disabled student enrollment has increased from 27 to 46 over the past three years.	Ms. Ada F. Cook Director, Special Programs University of Nevada, Reno 9th & Virginia Streets Reno, NV 89557 (702) 784-6801

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
University of New Hampshire, faced with moral and legal pressures and strict financial constraints, emphasized the use of existing campus resources in serving disabled students. Through in-service training of faculty and staff and avoiding duplication of services wherever possible, the university has served increasing numbers of handicapped students (in two years, enrollment jumped from 3 to 41 disabled students) without incurring large costs.	Ms. Alice Crow-Seidel Coordinator, Handicapped Student Services Program University of New Hampshire Hewitt Hall, Room 105 Durham, NH 03824 (603) 862-2607
University of New Haven set up a cooperative arrangement with the nearby Veterans Administration hospital system to assist in providing rehabilitation training to disabled veterans and help them prepare to enter college. The opportunity to pursue a college education becomes part of the veteran's therapy. Blind students, for example, receive their Veterans Administration mobility training on campus and go on to enter regular degree programs.	Mr. George A. Schaefer Associate Dean, Office of Handicapped Services University of New Haven 300 Orange Avenue West Haven, CT 06516 (203) 934-6321
University of North Dakota, in addition to providing a full range of academic and personal support services for handicapped students, has developed a specially adapted physical education program and extensive recreational activities for disabled students. Information about the program has been widely disseminated; enrollment of disabled students increased from 11 in 1977, to over 200 in 1981.	Ms. Kaye Becker Coordinator, Handicapped Student Services University of North Dakota P.O. Box 8256 University Station Grand Forks, ND 58202 (701) 777-3425

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
University of Northern Colorado enlists community members to help in providing equipment, funding, transportation, and attendant care, and sponsoring other projects for its 200 disabled students. A university office for handicapped student services offers basic academic support in addition to in-service training for faculty and staff, a reader program for blind and learning disabled students, and special physical education courses. The university regularly shares its ideas and strategies at state, regional, and national meetings.	Ms. Sue Ann Kroeger Acting Director, Resources for the Disabled University of Northern Colorado Carter Hall #3005 Greeley, CO 80639 (303) 351-2280
University of Northern Iowa offers its 300 disabled students a variety of services including a learning skills center that provides individual assistance and short, non-credit courses in reading, writing, and study skills. The university also [illegible]s a co-op work/study progra[illegible] and a counseling, placement, and career service that distributes computerized job vacancy notices and conducts on-campus interviews for disabled students.	Mr. Harold J. Burris Administrator, Handicapped Programs and Services Project University of Northern Iowa 221 Gilcrist Hall Cedar Falls, IA 50614 (319) 273-6437
University of Oklahoma at Norman offers early registration, transportation, academic and equipment aids, and other support services for disabled students. A particularly innovative "talking typewriter" was developed by a university professor for use by blind students. Learning-disabled students receive diagnostic and evaluative testing, followed by the provision of appropriate services.	Ms. Linda Zinner Coordinator, Handicapped Student Services University of Oklahoma at Norman Norman, OK 73019 (405) 325-4006

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
University of Pennsylvania, in addition to its traditional degree programs and supportive services for disabled students, has a special ten-month course enrolling 33 severely disabled students who are provided technical and professional training in data processing. The university, together with 25 local data processing firms, designed the course which meets the specific needs of the industry, provides extensive support services, and places graduates in employment. Better than 90 percent of the program's graduates are placed in jobs.	Mr. James Vagnoni Director, Physically Handicapped Training Center University of Pennsylvania 4025 Chestnut Street, 3rd Floor Philadelphia, PA 19104 (215) 243-8108
University of Southern Mississippi, with its flat terrain and compact layout, serves an increasing population of disabled students through a wide range of services. One innovative service is a separate housing facility for quadriplegic men. Two students, trained by the Mississippi School for the Mentally Retarded, provide 24-hour live-in attendance at this facility.	Dr. Anne Jordon, Associate Dean of Students University of Southern Mississippi Southern Building, Box 5071 Hattiesburg, MS 39401 (601) 266-4252
University of Washington has, in only two years, gone from virtually no program for disabled students to providing a comprehensive range of services and making 75 percent of its campus accessible for students with various disabilities. The university provides an extensive reader service; over 100 volunteers assist with tape recording and one-to-one reading for disabled students and assist them with exams, typing, and other needs.	Ms. Roxanne L. Baker Program Assistant, Disabled Student Services Office of Student Affairs University of Washington 468 Schmitz Hall (PB-10) Seattle, WA 98195 (206) 543-8924

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
University of Wisconsin–Eau Claire modified all academic buildings and residence halls and provides transportation to accommodate disabled students on its hilly campus. Academic advising, remedial classes, and advance registration permit integration of growing numbers of disabled students into academic programs.	Ms. Kathleen M. Mitchell Affirmative Action Assistant University of Wisconsin-Eau Claire Eau Claire, WI 54701 (715) 836-2428
University of Wisconsin–Green Bay made its ten major campus buildings easily accessible for visually impaired and blind students through an enclosed pedestrian concourse system. To enable blind students to identify the various buildings, textured floor tiles were installed to indicate the areas where a wall plaque is mounted. Both braille and regular raised characters are used on plaques.	Mr. James H. Kuebler Facilities Planning and Management University of Wisconsin-Green Bay Physical Plant/Stores Center Green Bay, WI 54302 (414) 465-2394
University of Wisconsin–Madison currently serves over 600 students representing almost every type of disability through a continually expanding range of academic and personal support services. The university also recently added a braille printer to its computer, and created a mobility tape bank that constructs auditory maps on tape cassettes. The university reports that programs are totally accessible, and the campus is 85 percent accessible.	Mr. Blair Mathews Assistant Dean of Students University of Wisconsin-Madison 500 Lincoln Drive Madison, WI 53706 (608) 263-5700
University of Wisconsin–Milwaukee set up an office to provide support services and special equipment, and to act as an information and referral service for disabled students. Volunteers in a "pushers program" give an estimated 250 assists monthly to students in wheelchairs.	Ms. Betty Ann Fischer Coordinator, Disabled Student Services University of Wisconsin-Milwaukee E Building, Room 186 Milwaukee, WI 53201 (414) 963-5051

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
University of Wisconsin–Oshkosh, over the past three years, has extensively modified its buildings and facilities, and installed a wide array of sophisticated special equipment to better accommodate its estimated 50 to 70 disabled students. The university also successfully obtained $12,000 worth of donated equipment and is seeking funds to install a wireless listening system in the theaters and music hall for use by hearing-impaired persons.	Mr. Thomas M. Segnitz Assistant Dean of Students, Handicapped Students Program University of Wisconsin-Oshkosh 800 Algoma Boulevard Oshkosh, WI 54901 (414) 424-3100
University of Wisconsin–Stevens Point identified one person in each academic department to be involved in the program for disabled students. A coordinator serves as counselor and advisor, and uses volunteers to carry out many of the tasks associated with the provision of services to disabled students as their enrollment grew from 10 to 30 over the past three years.	Mr. John Timcak Director, New Student Programs University of Wisconsin-Stevens Point 103 Student Services Center Stevens Point, WI 54481 (715) 346-3361
University of Wyoming, the state's only four-year institution, has attempted to respond fully to the needs of the state's disabled citizens. It has created access to 50 percent of its classroom space and set up reading for the blind and learning-disabled. Other services offered are job-seeking skills workshops and counseling. The university has graduated a number of paraplegic, quadriplegic, and blind students as its enrollment of disabled students increased from 5 to 75 since 1976.	Mr. Jay Brill Counselor, Division of Student Educational Opportunity University of Wyoming P.O. Box 3808, University Station Laramie, WY 82071 (307) 766-6189

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Utah State University began several years ago to coordinate support services and provide auxiliary aids for hard-of-hearing and "oral" deaf students. It has since expanded its services to accommodate students with all disabilities. The university pioneered the use of a "Listening and Speech" device for hearing-impaired individuals and today sponsors numerous workshops and seminars. It also offers an "educational audiology" major and an "oral" interpreting training program.	Mr. Rex C. Ivory Program Administrator, Disabled Student Center Utah State University UMC 65 Logan, UT 84322 (801) 750-1923
Valencia Community College has two separately designed programs of counseling, advising, tutoring, and referrals for disabled students—one serving vocational students and the other serving A.A. degree students. Both programs work with community, state and national organizations to provide assistance, as well as with the handicapped students, faculty, and staff of the college.	Mr. Hoyte A. Coleman Director, Special Services for the Disadvantaged Valencia Community College Orlando, FL 32802 (305) 299-5000, Ext. 505
Vanderbilt University teaches braille to inmates of the Tennessee Prison for Men who, in return, translate into braille various university publications such as student handbooks, film and performing arts schedules, telephone numbers, and campus menus. These are then made available to blind and visually-impaired students on campus through the university's clearinghouse of information for handicapped persons.	Ms. Patricia Pierce Assistant Director, Services for Handicapped Students Vanderbilt University P.O. Box 1809 Station B Nashville, TN 37235 (615) 322-4705

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
Washington University stresses integration of disabled students into the general student population. Each academic and administrative department has designated a contact person, who receives training through seminars. A coordinator assisted by one undergraduate intern functions as a resource person.	Dr. Hazel Z. Sprandel Coordinator for the Handicapped Washington University Campus Box 1135 St. Louis, MO 63130 (314) 889-5970
Waubonsee Community College enrolls 70 hearing-impaired and deaf students in its vocational and technical training programs. Many social and experiential activities are coordinated by the program to help the students develop independent living and leisure time activities. As a result of a critical need for qualified interpreters, sign language and basic interpreting courses are offered. Program staff are currently working with a Higher Education Cooperative Agreement Grant to help 15 other colleges develop programs for hearing-impaired students.	Mr. Henry J. Champagney Director, Waubonsee Hearing Impaired Program Waubonsee Community College Route 47 at Harter Road Sugar Grove, IL 60554 (312) 466-4811, Ext. 268
Wichita State University's enrollment of handicapped students has grown in the past five years from 2 students to approximately 90 students. A diverse range of equipment, transportation, and a student organization help provide an integrated education for students with disabilities. Creative fundraising has resulted in contributions of funds and equipment from community organizations, churches, and disabled veterans chapters.	Ms. Jo Gardenhire Director, Handicapped Services Wichita State University 1845 Fairmount Wichita, KS 67208 (316) 689-3309

Nominated Institutions and Nature or Notable Aspects of Program/Approach	Principal Contact Person
William Rainey Harper Community College initiated a program for hearing-impaired students that provides all necessary support to enable these students to attend the college's regular classes. In addition, preparatory classes in reading, math, language, spelling, career development, tutoring, and counseling are available to further assist students. Many disabled graduates are employed or enrolled in four year institutions.	Mr. Tom Thompson Coordinator, Disabled Student Services William Rainey Harper Community College Algonquin and Roselle Roads Palatine, IL 60067 (312) 397-3000
Wright State University's comprehensive handicapped student service program currently serves 450 disabled students, many of whom have particularly severe disabilities. In addition, the university has sponsored two national conferences on postsecondary education and the disabled student. The purpose of these conferences was to disseminate innovative ideas and strategies that have been developed at Wright State as well as at institutions across the country.	Mr. Stephen H. Simon Director, Handicapped Student Services Wright State University Dayton, OH 45435 (513) 873-2141
Youngstown State University individually assists its 52 disabled students through services that include peer counseling, tutoring, and skill development. Prospective disabled students are encouraged to make pre-admission visits to allow sufficient planning for necessary support and orientation to the campus.	Ms. Doris Ferguson Assistant Coordinator, Handicapped Student Services Program Youngstown State University 410 Wick Avenue Youngstown, OH 44555 (216) 742-3540

B

Certificate of Achievement Recipients

Institution	Summary of Program, Approach, and Results
Ball State University (Muncie, Indiana) Total Enrollment: 17,557 Disabled Students: 160	Since 1972, with very little outside funding, Ball State has provided a comprehensive range of support services to disabled students in order to integrate them into the university's academic programs. The only separate classes for disabled students are those that offer training in self care and mobility. This university has also been a leader in sharing its ideas with other colleges and universities. Its program coordinator is a frequent lecturer and consultant, and an active participant in AHSSPPE. The university employs many disabled undergraduate students in providing handicapped student services. Some of the services provided are: • pre-admission information and orientation; • extensive in-service training for faculty and staff; • special equipment; • placement services. Support from top administrators, faculty, and staff has been an important factor in expanding services for handicapped students. **Results:** Ball State reports that all academic programs and 63 of the 70 buildings on campus are totally accessible to disabled students.

Note: This appendix briefly summarizes the innovative approaches of the twelve institutions selected, from among the 166 entries submitted, for the Certificates of Achievement awarded by the Academy in the Spring of 1981.

Institution	Summary of Program, Approach, and Results
Barnard College New York, New York Total Enrollment: 2,450 Disabled Students: 70	For the past three years, Barnard College has been offering superior educational opportunities to disabled women who are academically qualified. The campus is readily accessible and students are integrated into academic and social life. Support from top administrators to members of the staff has made this college an attractive place for disabled women to obtain a college education. Barnard's programs and services include: • personal counseling, tutors, readers, notetakers, mobility aids, a newsletter, orientation for professors, and a disabled student organization; • special equipment such as tape recorders, braillers, visual aids, sports equipment, and telephone hookups for homebound students; and • dormitories and elevators modified to meet the needs of disabled students (all buildings except one, interconnect by tunnels). Barnard is one of the few colleges that actively recruits disabled students through newspaper articles, brochures, and a newsletter. It is also the only college with a full-time administrator with the title and responsibilities of Dean for Disabled Students. **Results:** As a selective liberal arts college, Barnard is meeting the needs of today's disabled women by totally integrating them into the academic and social programs. Barnard's Dean for Disabled Students (who uses a wheelchair) has raised almost $1 million for the college's disabled student program. Barnard's graduates have become doctors and lawyers; one was the first Peace Corps Volunteer in a wheelchair.

Institution	Summary of Program, Approach, and Results
Boston University (Boston, Massachusetts) Total Enrollment: 26,011 Disabled Students: 150	Boston University is reported by universities, colleges, and national organizations for the handicapped to be a leader in providing superior educational opportunities for disabled students. Since 1975, the university has offered a comprehensive range of academic support services and equipment to students with any type of disability. In addition, the university: • produced two 90-minute audiocassettes for visually impaired students that: 1) outline services on campus and in the greater Boston area, and 2) provide a "guided" walking tour of the campus; • set up a specialized library of topics relating to persons with disabilities, and a library of two-minute telephone tapes on more than 200 university-related topics; and • established a network of liaisons in each key academic and nonacademic area of the campus to help in the provision of services. The university's director of handicapped student services, a quadriplegic, lectures extensively, conducts workshops, and has published many articles on improving educational and career opportunities for disabled persons. **Results:** Boston University, with no outside funding for its program, has become a leader in providing innovative services to disabled students. It is also a leader in disseminating materials and sharing ideas with other institutions.

Institution	Summary of Program, Approach, and Results
Community College of Denver (Westminster, Colorado) Total Enrollment: 14,000 Disabled Students: 1,050	In 1968, this open-door college established a center to provide support services for hearing-impaired students. Four years later, services were expanded to meet the needs of all physically disabled persons attending the college's three Denver campuses. Full support services are provided by four major organizational functions: • vocational education • counseling and advising • instructional support • job placement. College representatives visit high schools and attend state and national conferences to attract new students. An automated, captioned sound and slide show is also used for recruitment. Because of its early commitment to serving handicapped students, all facilities of the college on each campus have been constructed with barrier-free design. The college has overcome funding obstacles by obtaining specific appropriations for disabled students from the Colorado legislature. **Results:** The college has expanded its program for disabled students from services only for hearing-impaired students to services for 1,000 disabled students representing 30 different disabilities. Supportive services are provided by 20 full-time professionals. The college is currently developing a consortium to share information with other institutions and help build similar programs.

Institution	Summary of Program, Approach, and Results
El Camino College (Torrance, California) Total Enrollment: 26,728 Disabled Students: 700	In 1971, the college established its disabled students' program, and began providing support services and special classes to students with physical, visual, hearing, and learning disabilities. Braille transcriptions, full-time counseling, interpreters, mobility assistance, notetakers, priority registration, peer counseling, special equipment, and taped textbooks are offered through the program. If a student is absent for a limited time due to illness or surgery, the program coordinator serves as liaison between the student and his instructors in the completion of assignments and the proctoring of tests. A number of special classes have been developed including physical education courses for the disabled and instructional television classes for the homebound. Homebound students are provided counseling and registration assistance, liaison service with faculty and community agencies, purchase and delivery of textbooks and supplies, recording of on-campus review sessions, and proctoring of exams in students' homes. Each semester the college offers on-site courses at a nearby hospital. A course entitled "Sexuality and the Disabled" is scheduled for the 1981 fall semester. **Results:** In its first year, 1971, the program served a total of 65 students. Today more than 700 disabled students are being served.

Institution	Summary of Program, Approach, and Results
Joseph Bulova School of Watchmaking (Woodside, New York) Total Enrollment: 105 Disabled Students: 85	At the end of World War II, Arde Bulova, president of the Bulova Watch Company, created a school to: 1) train disabled veterans in the watch and jewelry repair trades, and 2) help them secure employment. The school has continued to operate since then and has expanded its programs. Disabled persons who are not veterans now receive training in clock repair and precision instrument repair. The school stresses an individualized curriculum with most of the training accomplished through "hands-on" experience. Supportive services, such as social development and medical rehabilitation, help students improve their lives and employment opportunities. Complementing these support services are recreational activities such as the "Bulova Watchmakers" basketball wheelchair team, one of the first in the country. The team offers recreation and competition for wheelchair users. Today the school enrolls 105 students, 83 of whom have disabilities ranging from paraplegia to dyslexia. **Results:** In the past 35 years, more than 1,500 disabled students have graduated from the school. Some 95 percent were helped in securing employment in their fields of study; many have subsequently moved up into top management positions; and some 25 percent now have their own businesses.

Institution	Summary of Program, Approach, and Results
Long Island University, Brooklyn Center (Brooklyn, New York) Total Enrollment: 7,100 Disabled Students: 320	Beginning in 1967, Long Island University, Brooklyn Center made one of the first attempts on the east coast to provide specialized supportive services to disabled students, growing out of an extensive range of services for the economically and educationally disadvantaged population of its neighborhood. Brooklyn Center provides all remedial services, tutorial assistance, special testing, readers, note-takers, writers, and student aid assistance, as necessary for students with disabilities to function on campus. Additional services and programs include: • a particularly innovative "CAREER DIRECTIONS" component which was specially designed for disabled freshmen and sophomores to provide career information and first-hand job experience; • services for homebound and hospitalized students via an electronic system that permits two-way communication (14 homebound students are currently using this system); • extensive personal counseling provided by graduate student interns from the Columbia University School of Social Work. **Results:** Long Island University's Brooklyn Center is one of the first schools in the country to provide higher education opportunities to disabled students of average ability. Over the last eight years, it has graduated 347 physically handicapped students, including many severely disabled students. The campus is now 100 percent architecturally accessible. With the exception of the residence hall, all facilities are connected by indoor passageways.

Institution	Summary of Program, Approach, and Results
Miami-Dade Community College (Miami, Florida) Total Enrollment: 39,427 Disabled Students: 200	Miami-Dade recently adapted its televised humanties course to serve homebound students with disabilities, including blind and deaf students. The visual portions of the program are described on audiocassettes for visually impaired students, who are also given text materials in large print and braille. The television programs are captioned for hearing-impaired students. The professional staff monitors each student's progress and provides tutors when needed. Assignments are completed at home and mailed to the college. An individualized response is returned to the student. Telephone conferences and computerized quizzes provide interaction between students and faculty. Handicapped students participate in course development, and give final approval of all materials. The program materials are available for sale to other institutions. Handicapped students taking courses on campus are offered a comprehensive range of academic support services and equipment. One new idea being tried this semester is a computerized system that supplies information to instructors about handicapped students prior to the start of classes. This saves the disabled student the inconvenience of explaining his disability and needs to a professor. During the first semester, 20 disabled students are participating, after which the results will be analyzed. **Results:** The college reports that it is the first to offer a college-level television course captioned for the deaf and adapted for the visually impaired. In 1980-81, the first year the adapted course was offered, 35 homebound students enrolled. Student comments have been highly favorable. Disabled students on campus have access to all academic programs.

Institution	Summary of Program, Approach, and Results
St. Andrews Presbyterian College (Laurinburg, North Carolina) Total Enrollment: 754 Disabled Students: 50	Since 1964, St. Andrews has been making accommodations to allow disabled students to participate in its academic programs. Although primarily serving students with orthopedic disabilities, including muscular dystrophy and cerebral palsy, two blind students and one hearing-impaired student are currently enrolled. Social and academic programs are identical to programs for able-bodied students, with support services provided where needed. The full integration of the disabled student into campus life is one of the most important features of the St. Andrews program. While eleven of the most severely handicapped students live in a rehabilitation center off campus, 28 quadriplegics and a number of students with less severe disabilities live in intermediate-care complexes or residence halls on campus. The ability to house severely disabled students on campus is critical to their full integration into academic programs. Able-bodied students room with and assist disabled students, a factor, the college reports, that contributes to its success. **Results:** Because costs were simply too high for a small institution (754 students), St. Andrews raised $790,000 from private foundations and other organizations for current operations, facility renovations, and equipment purchases to support its 50 disabled students. In its 17-year history, St. Andrews has enrolled 367 disabled students, 137 of whom were severely disabled. Seventy-nine severely disabled students have graduated and, despite their confinement to wheelchairs, nearly all are gainfully employed or are enrolled in graduate or professional schools.

Institution	Summary of Program, Approach, and Results
Southern Illinois University at Carbondale (Carbondale, Illinois) Total Enrollment: 22,695 Disabled Students: 344	A pioneer in offering superior educational opportunities for disabled students, Southern Illinois University has been developing its program since the early 1950s. Today, the university has an extremely comprehensive range of academic and equipment support services for disabled students. Disabled students have played a key role in establishing services, by effectively expressing their needs and concerns. A central office coordinates services and offers extensive pre-admission and pre-enrollment assistance, orientation, mobility training, special equipment, and special transportation. Two important components of the program are: • a "Recreation for Special Populations" program that includes an organized wheelchair athletic club which travels around the country competing in basketball, field, track, and other competitive activities such as bowling, swimming, beep-ball for visually impaired students, canoeing, floor hockey, etc. Students majoring in recreation and physical education gain valuable work experience as interns for the program; • a career planning and placement program that conducts workshops on interviewing skills, adjusting to relocation, and mobility orientation. The director of handicapped student services arranges for on-campus interviews and makes presentations to major corporations and businesses about hiring disabled persons. **Results:** During the past four years, more than 350 disabled students graduated from the university. Ninety percent of the disabled students graduating have been placed in employment. Campus facilities and buildings are 90 percent barrier-free. Educational programs are totally accessible.

Institution	Summary of Program, Approach, and Results
Temple University (Philadelphia, Pennsylvania) Total Enrollment: 33,153 Disabled Students: 350	Since 1977, Temple University has been providing a comprehensive range of academic support services for college students with all types of disabilities. Funds have been raised for the more than $1 million needed to make curb cuts, pour ramps, and lower telephones. From the outset, an enthusiastic public relations campaign was launched both on campus and in the city of Philadelphia, using newspapers, radio, and television. The office for disabled students established a liaison with every school, college, department, and administrative office on campus to meet the educational needs of disabled students. To improve campus life for handicapped students, the university: • consults with handicapped students; • provides reader services, equipment for the blind, interpreters, registration assistance, housing accommodations, and motorized carts; • designed a program for learning-disabled students. Faculty of all disciplines join in teaching dyslexic students; • offers sign language workshops, self-defense courses, assertiveness training, adapted sailplaning (hang gliding), and rowing to disabled students; • sponsors the Wheelchair Sports Spectacular and the National Theatre of the Deaf to highlight special talents of handicapped students. **Results:** The number of disabled students on campus has increased from 52 to 350 in the past five years. Disabled students on campus are integrated into all programs. The university also produced a 12-minute videotape entitled "To Help Ourselves" that won the International Television Association first prize for excellence in the education category.

Institution	Summary of Program, Approach, and Results
University of California, Riverside (Riverside, California) Total Enrollment: 4,617 Disabled Students: 129	The university, beginning in the late 1960s, rapidly made its campus accessible since its mild climate, flat terrain, and consolidated facilities did not pose too many problems. In 1969, an office was established to develop and coordinate services for the growing number of handicapped students on campus. Innovative parts of the program include: • attendant care (the university was a leader in California in arranging for conscientious objectors to fulfill their alternative service requirement by working as attendants to the disabled); • an auditory warning system to alert blind students to temporary physical hazards; • an internship center for students with disabilities which also counsels employers on the capabilities of disabled workers; • physical education courses adapted to the needs of disabled students. A learning resources center provides typing and reader services. Over $16,000 worth of equipment is also available (including Phonic Ears, talking calculators, an Apollo Lazer, closed-circuit television, print magnifier, etc.). The center houses an extensive collection of textbooks and reference books in braille, in large type, on tapes, and on discs. The university has enlisted the help of over 100 employers in placing handicapped interns and finding full-time employment for disabled graduates. **Results:** The Riverside campus has the highest percentage of disabled students in the University of California system and serves all types of disabilities.

C

Special Award of Computer Equipment to Create New Careers for Disabled Persons

The Hewlett-Packard Award

The Hewlett-Packard Company contributed $10,180 wortn of computer equipment to be awarded by the Academy for Educational Development to one of the twelve institutions receiving the Certificates of Achievement. The equipment—which includes a portable personal computer, a compatible modular mini-computer system, and several software packages—is designed to serve as a development tool for electrical engineers.

The Purpose of the Award

The Hewlett-Packard Company specified that the award was to go to the electrical engineering department of the institution most able and willing to use the equipment to develop new opportunities for employment of disabled persons in test and measurement careers.

The Award Winner

Temple University's College of Engineering Technology was selected from among the [illegible]elve Certificate of Achievement winners as the institution submitting the best proposal for using the equipment. The university has both the commitment and the resources (and it lacked the necessary equipment) to fully achieve the potential the equipment offers for creating new employment opportunities for disabled persons.

Temple University's Proposal

The university will dedicate the Hewlett-Packard equipment to developing facilities that will enable handicapped persons to learn how to do advanced electronic testing work in a factory or plant or other production environment. The university has not been able to do this with its present mini-computers because of other calls upon their time, or with its other computers because they are not capable of doing the work proposed.

The university will develop a prototype work station to demonstrate how handicapped persons can be employed using the equipment in the electronic control and monitoring of production in a manufacturing plant. Handicapped students will be involved in the development, and will be trained in a program to be developed by the faculty of the Department of Electrical Engineering and Technology, in consultation with personnel at the university's office for the handicapped and at the Woodhaven Center (a home for handicapped persons). Faculty members specializing in manufacturing technology and quality control procedures will also be involved.

Principal Contact Person

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College of Engineering Technology
Temple University
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D

Special Award of $15,000 Grants to Advance Employment of Disabled Persons

The Award

The Claude Worthington Benedum Foundation provided funds which allowed the Academy for Educational Development to award $15,000 grants each to two of the 12 institutions receiving the Certificates of Achievement. The awards were to go to the two institutions which proposed the best ideas for further advancing employment opportunities for handicapped persons.

The Award Criteria

The Academy invited the 12 institutions receiving the Certificates of Achievement to submit a brief (five-page) proposal letter describing what they are already doing to advance employment of handicapped persons, and how they would expand those efforts if they received the $15,000 grant. They were asked to state what would be done, when, who would be involved, what types of handicaps would be served, what results the institution expected to achieve, and a budget for the activities related to the grant.

The Academy reviewed the proposals to identify the two which proposed the most innovative and productive approaches for successfully securing employment for significant numbers of disabled persons. The Academy also looked at (a) the extent of commitment of the institution and its resources to the proposed activities; (b) the ability and willingness of the institution to provide matching funds; (c) the multiplier effect upon the amount of the grant the institution would achieve through its proposed approach; and (d) the efforts the institution would make to encourage the adoption of its ideas by other institutions.

The Award Winners

Miami-Dade Community College and the University of California, Riverside were selected to each receive a $15,000 grant. Their proposals offered the most innovative approaches and the most promising prospects for successfully increasing employment opportunities for disabled persons.

Miami-Dade Community College's Proposal

The college will dedicate the grant to establishing a Handicapped Students Cooperative Education Program which will place 30 disabled persons in the first year. The college will (a) modify its Psychology of Career Adjustment course to serve students with all types of disabilities and encourage the coop students to take the course, (b) hold employer workshops on accepting handicapped workers, (c) hold and videotape coop seminars and invite guest speakers to represent handicapped workers in nontraditional jobs, and (d) develop a resource library of nontraditional job opportunities for handicapped students.

The college expects this program, once launched, to continue and expand, and to serve students with any type of handicap—blindness, deafness, orthopedic or neurological impairment, and those with chronic and degenerative illnesses. It expects its coop students to be permanently employed after graduation, either by the coop employer or another employer, based on demonstrated abilities and good references from the coop job. It also expects the variety of jobs open to handicapped persons to be increased as a result of this program.

The college plans to augment the grant for this program with funds from its general budget and to support the students with an extensive range of state-funded handicapped student services and auxiliary aids budgeted at $346,000 in 1981-82. After developing some experience and results with the program, the college will begin to disseminate information about it in journal articles and conference presentations, and will prepare and distribute a report on the program at the end of the first year.

Principal Contact Person

Mrs. Karen Tachibana
Coop Coordinator for Handicapped Students
Miami-Dade Community College
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University of California, Riverside's Proposal

The university's Career Planning and Placement Center will use this grant to develop a computerized employer information system for the use of its students and alumni with disabilities. The university will augment the grant with its own funds to cover more than one-half the cost of developing the system, and will continue thereafter to maintain and offer the service in the future.

The computerized employer information system is intended to provide more organized, thorough, and independent means for disabled persons to seek and obtain employment as a better alternative than the university's traditional approach involving extensive, yet never fully adequate, personal interventions. The system will be interactive, and a terminal incorporating several modifications to overcome limitations of various disabilities will make the system directly accessible to handicapped students. The university plans to seek funds to later install a "talking terminal" equipped with a slave brailler for use by visually impaired students.

The data banks will be built from many sources, including direct input from the Fortune 500 and 1,000 other employers, and will contain information on work site accessibility, availability of assistive devices, compliance with Sections 503 and 504 of the Rehabilitation Act, affirmative action personnel, and history of hiring handicapped persons, as well as such specific information as majors recruited, entry-level jobs, salaries, employees who are university alumni, and current openings.

The university expects this system to improve upon its already extensive efforts and successes in securing employment for its handicapped students and graduates, and believes the system, once developed, can be readily adopted elsewhere and operated inexpensively. The university plans to produce and disseminate a brochure on the system, to conduct a rigorous evaluation of the system, and to distribute the results, together with a final report, directly by mail to members of College Placement Council, and at national conferences.

Principal Contact Person

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Index

Page

Arizona

Arizona State University 18,39,53
Mesa Community College 24,36,71
Pima County Community College 22,79
University of Arizona 87

California

American River College 25,53
Cabrillo Community College 56
California State Polytechnic University 56
California State University, Northridge 39,56
Cypress College 61
De Anza College 2,11,61
El Camino College 6,40,62,105
Fresno City College 64
Los Angeles City College 6,69
Los Angeles Harbor College 40,69
Los Angeles Valley College 69
Modesto Junior College 72
Monterey Peninsula College 73
Moorpark College 31,73
Orange Coast College 77
Pasadena City College 25,36,78
San Diego Community College District 28,82
San Diego Mesa College 82
San Jose State University 82
Sonoma State University 83
University of California, Riverside 29,43,88,112,117
University of California, Santa Barbara 88

Colorado

Colorado State University 60
Community College of Denver 11,61,104
Metropolitan State College 32,47,71
University of Colorado, Boulder 13,30,35,88
University of Northern Colorado 15,35,50,94

Note: For alphabetical listing of institutions by name, refer to Appendix A.

Connecticut

Northwestern Connecticut Community College 12,77
University of Connecticut 39,89
University of New Haven 2,93

District of Columbia

American University 46,53
Gallaudet College 17,22,30,37,48,65
George Washington University 24,30,65

Florida

Florida Junior College at Jacksonville 31,63
Florida State University 63
Miami-Dade Community College 6,40,71,108,116
Santa Fe Community College 83
Seminole Community College 31,83
Tampa Technical Institute 17,21,23,85
University of Florida 89
Valencia Community College 98

Georgia

Clayton Junior College 59
Columbus College 60
Floyd Junior College 64

Hawaii

Honolulu Community College, University of Hawaii 32,66

Idaho

Idaho State University 3,66
University of Idaho 89

Illinois

Chicago City-Wide College 7,31,57
Moraine Valley Community College 73
Northern Illinois University 76
Parkland College 78
Southern Illinois University at Carbondale 3,9,29,35,84,110
University of Illinois-Urbana Champaign 28,89
Waubonsee Community College 16,47,99
William Rainey Harper Community College 4,100

Indiana

Ball State University 2,46,54,101
Purdue University Calumet 42,79

Iowa

Iowa State University 23,42,46,66
Iowa Western Community College 3,31,39,66
University of Iowa 25,39,42,90
University of Northern Iowa 13,94

Kansas

Fort Hays State University 50,64
Johnson County Community College 22,67
Wichita State University 3,14,25,38,50,99

Kentucky

University of Kentucky 13,90

Maryland

University of Baltimore 24,87
University of Maryland at Baltimore 15,29,90

Massachusetts

Boston University 1,10,34,39,45,55,103
Harvard University 14,65
Mount Wachusett Community College 24,74
North Shore Community College 75
Northeastern University 30,42,75
Northern Essex Community College 76
University of Massachusetts-Boston 7,91

Michigan

Charles Stewart Mott Community College 57
Macomb County Community College 69
Madonna College 16,50,70
Northern Michigan University 3,17,25,76

Minnesota

Augsburg College 1,49,54
Mankato State University 70
St. Mary's Junior College 21,40,81
University of Minnesota at Duluth 43,91
University of Minnesota at Minneapolis/St. Paul 11,25,91

Mississippi

University of Southern Mississippi 95

Missouri

University of Missouri-Columbia 35,92
Washington University 17,99

Nevada

University of Nevada, Las Vegas 92
University of Nevada, Reno 92

New Hampshire

University of New Hampshire 93

New Jersey

Brookdale Community College 30,55
Monmouth College 72
Ramapo College of New Jersey 6,42,47,80
Rider College 80

New York

Barnard College 49,55,102
City University of New York (CUNY) 39
CUNY, Bernard Baruch College 21,33,57
CUNY, Brooklyn College 33,41,58
CUNY, College of Staten Island 58
CUNY, Hunter College 58
CUNY, Kingsborough Community College 11,58
CUNY, La Guardia Community College 59
CUNY, Queens College 17,59
CUNY, Queensborough Community College 5,6,48,59
Jamestown Community College 67
Joseph Bulova School of Watchmaking 20,27,36,67,106
Long Island University-Brooklyn Center 5,10,29,68,107
Marist College 70
Nassau Community College 74
State University of New York (SUNY)
SUNY, Binghamton 25,84
SUNY, Buffalo 41,46,84
SUNY, Farmingdale 85
SUNY, Stonybrook 85
Tompkins Cortland Community College 87

North Carolina

Central Piedmont Community College 56
East Carolina University 62
St. Andrews Presbyterian College 12,28,50,81,109
Technical College of Alamance 86

North Dakota

University of North Dakota 35,93

Ohio

Bowling Green State University 55
Columbus Technical Institute 60
Cuyahoga Community College 61
Kent State University 42,46,68
Wright State University 14,17,47,100
Youngstown State University 100

Oklahoma

East Central Oklahoma State University 62
University of Oklahoma at Norman 4,25,38,94

Oregon

Lane Community College 68
Oregon College of Education 3,18,77
Oregon State University 78
Portland Community College 18,22,79

Pennsylvania

Community College of Allegheny County 60
Community College of Philadelphia 61
Mount Aloysius Junior College 73
Pennsylvania State University 12,78
Temple University 10,24,35,86,111,113
University of Pennsylvania 21,28,95

Rhode Island

Rhode Island College 80

South Carolina

Erskine College 63

South Dakota

National College 74

Tennessee

Maryville College 16
Vanderbilt University 14,98

Texas

Austin Community College 18,54
Eastfield College 62
El Paso Community College 63
McLennan Community College 71
North Texas State University 75
Tarrant County Junior College 18,36,86

Utah

Utah State University 38,98

Virginia

J. Sargeant Reynolds Community College 67

Washington

Central Washington University 57
Fort Steilacoom Community College 43,64
Highline Community College 65
University of Washington 95

West Virginia

Salem College 18,81

Wisconsin

Marquette University 2,12,70
Milwaukee Area Technical College 22,72
North Central Technical Institute 19,74
University of Wisconsin-Eau Claire 96
University of Wisconsin-Green Bay 96
University of Wisconsin-Madison 13,17,37,96
University of Wisconsin-Milwaukee 96
University of Wisconsin-Oshkosh 50,97
University of Wisconsin-Stevens Point 97

Wyoming

University of Wyoming 97

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